Servant Leadership in Higher Education and Options for its Incorporation at Carroll College

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Servant Leadership in Higher Education
and Options for its Incorporation at Carroll College

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The author would like to thank Brent Northup, above all others, for his dedication and mentorship over the years. His inspiration for this thesis has spurred a life-long love and subscription to the servant leadership lifestyle. His continued interest in my success is valued and appreciated. This thesis is also for the many valued faculty and staff of Carroll College, especially Dr. Charlotte Jones, Dr. Alan Hansen, and Dr. Doreen Kutufam. It was these people who truly taught “not for school, but for life.” Special thanks to all those individuals who have contributed to the success and completion of this thesis.
Abstract

This thesis shares research and analysis systematically designed to guide Carroll College of Helena, Montana, towards the goal of beginning a formal servant leadership program. Servant leadership, a term coined by Robert K. Greenleaf, is reviewed, including a brief history of its foundation and fundamental principles—summarized from its origins and later practitioners. Current, established servant leadership programs in higher education are examined and used as examples in contrast to current leadership and servant leadership options at Carroll College. The established programs are synthesized into eight options that Carroll College might consider to incorporate systemized servant leadership into the academic curriculum and/or non-academic program offerings. Crystallizing questions are posed to help the reader evaluate the eight options for Carroll, formulate conclusions, and to reduce the eight to the three most-suitable options for further exploration. Ultimately, this thesis is intended to provide Carroll College with sufficient information to make an informed decision on whether or not to adopt a servant leadership program, and if so, what form it might take.

*Keywords*: servant leadership, Robert K. Greenleaf, Carroll College
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Chapter One
The Birth of this Thesis

In the fall of 2010, Brent Northup sent an email to a variety of students at Carroll College, inviting them to join him in the discovery process of what it might mean to be a servant leader. CO 289, Servant Leadership, was the first course to attempt to introduce servant leadership to the Carroll community.

“The first course was collaborative, with a group of fine students joining me in crafting a successful course in servant leadership. The course evolved as it was taught with assignments and tests being discussed, incorporating student feedback into the syllabus. At the end of the course, I fed the students at my house in exchange for a blunt assessment of the course and suggestions on how to improve the course next time. Food is a fine bribe, because they were very blunt and very helpful. That eat-and-critique session was, in many ways, the two hours that gave birth to the servant leadership course” (Northup, 2014).

Northup admits the first course was trial and error (2014).

“The first edition of the course had successful segments, but the overall course tried to cover too much material, and the course wasn’t fully integrated. Since then, the course has improved and become more organic, but there’s still a long way to go to make this course live up to its potential for students and for the college” (Northup, 2014).

The same year that the course was offered, 2010-2011, a committee was formed to explore servant leadership as a possible minor or major at Carroll. The committee met a few times the first year, surveying their options.
“We spent a lot of time envisioning options—a minor, a major, a program. And we argued about whether the name ‘servant leadership’ should be applied to the minor or whether another name—perhaps just ‘leadership’—would be more appropriate. Those discussions included Chris Fuller, whose interest and support for a servant leadership program proved to be a catalyst to taking the next steps. Former Dean Paula McNutt also expressed strong support, and so the project gained momentum” (Northup, 2014).

Meanwhile, other parts of the Carroll campus simultaneously started developing leadership program ideas.

Activity Director Patrick Harris started a leadership certificate program, and the ROTC program developed a leadership minor and submitted it to the faculty assembly.

The leadership certificate program became a non-academic certificate in which a variety of faculty and staff participate. Seminar-style classes are offered based around the StrengthsQuest 2.0 assessment results.

The leadership minor proposed by ROTC was to be for both civilian students and students in the ROTC program. Their recommended model included a forked track. Non-ROTC students would be able to participate in the military classes until they reached third-year status. At this point, funding for classes was restricted to ROTC program students only. Leadership minor students would then split; ROTC students would continue with military-approved classes, while others would complete the minor from an approved list of Carroll courses already being offered.

Northup stepped in at this point to try to coordinate these efforts so that Carroll would have a unified leadership program, rather than three parallel ships passing in the night.
“The ROTC minor worried me,” said Northup (2014). “Because it would have put a leadership program in place that did not incorporate the work being done by the servant leadership committee, and that minor would not have included the servant leadership course, except as an afterthought perhaps. I proposed tabling that proposal until more research could be done on how to integrate these three leadership programs” (Northup).

This thesis was born as part of this discussion. Northup approached Kirsten Rotz about writing a thesis that would research ways Carroll might incorporate servant leadership on the campus.

“I told the faculty and ROTC that Kirsten’s thesis would provide the building blocks for a leadership minor. They agreed to put the project on hold and await that research. As the research concludes, we are now in a position to move forward with Kirsten’s work being a guiding document for our next stage” (Northup, 2014).

In the following chapters, we will share research and analysis systematically designed to guide Carroll towards the goal of starting servant leadership program.

Chapter Two includes a review of servant leadership. The chapter includes a brief history of its foundation and fundamental principles—summarized from its origins and later practitioners. This chapter is designed to whet the appetite of readers not familiar with servant leadership and remind current practitioners of its cardinal tenants.

Chapter Three examines current, established servant leadership programs in higher education. These integrations vary between non-academic programs, degree-seeking academic minors and programs, and academic graduate programs.
Chapter Four includes a review of current servant leadership and leadership training at Carroll College. Current leadership approaches at Carroll include an academic servant leadership course, a student activities-based Leadership Certificate Program, the practical offerings of the Hunthausen Center for Peace and Justice, and the ROTC leadership minor.

Chapter Five introduces readers to eight servant leadership options for Carroll College. These options are compilations of potential ways to incorporate systemized servant leadership into the academic curriculum and/or non-academic program offerings.

Finally, Chapter Six asks the readers several crystalizing questions. These questions are meant to help the reader evaluate the eight options for Carroll, formulate opinions, and to reduce the eight to the three most-suitable options for further explanation.

Ultimately, this thesis is intended to provide Carroll College with sufficient information to make an informed decision on whether or not to incorporate systemized servant leadership, and if so, what form it might take.

Do those served grow as persons... to become healthier, wiser, freer, more autonomous, more likely themselves to become servants?

Robert Greenleaf
“The Servant as Leader’’
Chapter Two
Review of Servant Leadership Foundations

Before exploring options for starting a servant leadership program at Carroll, we need to back up to understand the origin and nature of servant leadership. In this chapter, we will trace the history and the theoretical foundation of servant leadership and the contrast of servant leadership with traditional leadership.

Journey to a Movement

Servant leadership is the concept coined by Robert K. Greenleaf. After a long career with AT&T, consulting for a variety of organizations, and guest lecturing, Greenleaf came to realize the need for a major shift in the attitudes towards leadership across the board in the United States.

Greenleaf’s career at AT&T taught him the limitations and weaknesses of traditional top-down management style, evident at AT&T and most other American corporations.

But what’s the alternative to this traditional leadership style?


*The Journey to the East* centered on Leo, a hired servant who assisted in the guidance of a group of travelers, primarily carrying supplies and luggage (Hesse, 2013, p.
10). Such sherpas act as subservient assistants, giving all credit to their employers—rarely visible but always available.

Leo was barely noticed, and seldom appreciated—until the day when Leo disappeared.

Suddenly, the group realized they were lost without him.

The narrator in Hesse’s story set out to find Leo to learn more about him. The search ends with a startling discovery: the “servant,” Leo, was, in fact, the head of an organization called “the Order.” Leo turned out to be the Order’s “guiding spirit, a great and noble leader” (Greenleaf, 2008, p. 9).

Leo was the leader of the group not because he had been granted leadership, but because he was “servant-first” to the travelers who hired him. Leo did not seek leadership, nor did he give orders or wield power.

He simply served others as best he could, whenever he could.

When Leo was servant to others, those travelers would climb to great heights and celebrate their achievement, perhaps not fully aware that their accomplishment was owed to their soft-spoken servant—who was, in reality, their leader.

Leo’s servant nature enabled him to lead.

Greenleaf, an AT&T executive, sensed a new paradigm for corporate leadership in the example of Leo. Greenleaf’s thoughts formed together in a compilation of speeches, essays, and lectures about his new theory of leadership in his seminal essay, “The Servant as Leader” in 1970. In the four decades since that essay, many scholars have written about servant leadership, but Greenleaf remains the central scholar whose writings guide the movement. A foundation, dedicated exclusively to servant leadership,
carries his name: The Greenleaf Center for Servant Leadership in Atlanta, Georgia, formerly located in Indianapolis, Indiana.

**Fundamental Principles of Servant Leadership**

“The Servant as Leader” set out the fundamental principles of servant leadership, which can be summarized as a definition, a test, and defining qualities of servant leadership (Greenleaf, 2008).

In order to grasp this movement, the grounding principles of servant leadership must be unpacked and defined.

**The definition of servant leadership.**

Greenleaf’s deceptively short definition of a servant leader is: servant first.

Greenleaf’s use of Leo, the central figure in Hesse’s *Journey to the East*, provided the prototypic example of “servant first.”

Leo was not in any formal “leadership” position on the expedition.

Leo was a servant, first and foremost.

Leo’s desire to care for the community—to serve the community—elevated him to the leader of the community.

In *The Journey to the East*, Hesse wrote that Leo’s followers didn’t realize Leo was their leader until he disappeared. Once Leo left, his leadership role became apparent—but only in retrospect.

Perfectly articulated in “The Institution as Servant,” Greenleaf confirms what it means to be “servant:”

This is my thesis: caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built… If a better society is to be built, one that is more just and more loving, one that provides greater creative opportunity for its people, then the most open
course is to *raise both the capacity to serve and the very performance as servant* of existing major institutions by new regenerative forces operating within them (2009, p. 9).

“Care” is the term that Greenleaf used to differentiate servant-first from leader-first. A servant will ensure that the needs of others are a higher priority than his own (2008, p.15).

Ultimately, Greenleaf used the concept of caring in a familiar way.

His treatment of caring is not far removed from feminist scholars who advocate an ethic of care. Nel Noddings, former Stanford professor, offers the terms “one-caring” and the “cared-for” as foundational in the ethics of care (Noddings, 1984, p. 175-182). For Greenleaf, the servant leader is the one caring, guided by compassion. Greenleaf’s discussion of servant leadership argued that organizational structure can increase the amount of caring in the world—and if leaders lead well, they would model caring and, ultimately, cultivate caring among the cared-for (2008, p. 15).

In short, under a servant leader, the cared-for will eventually become the ones caring.

**The test of servant leadership.**

Greenleaf provided a “test” for servant leadership that stems directly from his concept of caring. Servant leadership is a people-centered leadership philosophy that encourages people to serve and be served. Greenleaf’s test of servant leadership rests on a leader’s ability to cultivate a culture of care among those she leads.

The test can be framed as a question: “Do those served grow as persons…to become healthier, wiser, freer, more autonomous, more likely themselves to become servants?” (Greenleaf, 2008, p. 15).
If a leader, the one caring, instills in others that same spirit of caring such that they, too, become “ones caring,” then the leader has “passed the test” of servant leadership. If those “cared for” do not “care for others,” then the leader fails the defining test.

This is what Greenleaf referred to as the “best test.” In addition to that, he asked, “What is the effect on the least privileged in society: will they benefit, or, at least, will they not be further deprived?” (2008, p. 15).

Thus, if the leader cares for and benefits the least privileged, he passes Greenleaf’s test for servant leadership.

**The two views of leadership.**

Greenleaf further defined servant leadership by contrasting two types of leadership: traditional leadership and servant leadership. Traditional leadership often constitutes “a desire to be served,” while servant leadership constitutes “a desire to serve.”

Greenleaf expanded on this in his essay by providing a sharp contrast in the two extreme types of leaders. She who is “leader first” may find the “need to assuage an unusual power drive or to acquire material possessions” (2008, p. 15). This use of power in leadership is *not* to “create opportunity and alternatives so that the individual may choose and build autonomy” (Greenleaf, 2008, p. 42). Rather, traditional “leader-first” leadership, at its most hierarchical extreme, translates the privilege to lead into coercive power that is used to dominate and manipulate others into predetermined paths.

Traditional leadership need not always be coercive, but by definition, traditional leadership tends to encourage the use of top-down power more systematically than does
servant leadership. Serving others, rather than being served, remains the defining principle of servant leadership.

**The five qualities of servant leadership.**

“The Servant as Leader” served as Greenleaf’s dialogue on the “intuitive insight” that is servant leadership. His essay pointed out a variety of principles, characteristics, and opportunities for a servant leader (2008).

Greenleaf’s foundation of servant leadership is the principle that as a leader, one would be servant, first and foremost. As a servant, a leader strives to put first the needs and betterment of those she leads. This servant-first mentality is the cornerstone of all, servant leadership as a servant is “more likely to persevere and refine his hypothesis on what serves another’s highest priority” (2008, p. 16).

This compassionate use of power allows followers to grow. Despite having the structural power to assert superiority, a servant leader prefers to be guided by gathered and innate wisdom to reach out to her followers to earn trust and confidence. These servant principles, in turn, provide a sustaining environment (Greenleaf, 2008).

The question has to be raised: Who can be a servant leader?

Is a servant leader born, or is servant leadership a learned skill set that anyone might adopt and apply?

According to Greenleaf’s essay, a person may be a natural servant, but she may not be aware of her potential for leadership. Greenleaf noted that the only sin in servant leadership is to be a servant leader and yet choose not to lead (2008, p. 46). However, Greenleaf reasoned that one who does not have a natural predisposition for service will not excel at servant leadership (2008, p. 6). A person who deliberately accepts the
opportunity to be a servant leader faces numerous challenges. The servant leader must
devote both time and energy to developing and understanding herself as a person. Then,
with this working understanding of herself, the servant leader will:

1. Exercise a compassionate use of power—in whatever form that power
   might take.
2. View leadership as an opportunity for healing.
3. Utilize gentle persuasion to help guide others toward the desired path.
4. Be empathetic, drawing on strong listening and perception skills.
5. Employ foresight, conceptualization and visionary thinking.

*Compassionate use of power.* In the “Institute as Servant,” Greenleaf contrasted
servant leadership with traditional leadership which sometimes employs the debilitating
characteristics of coercive power: “Not much that endures can be built with [such
power]” (Greenleaf, 2009, p. 46).

However, Greenleaf contrasted such coercive tactics with leadership by
persuasion and example (2009, pp. 46). Unlike some ethical theorists, Greenleaf used the
term “persuasion” positively; if “persuasion” becomes coercive, it’s not authentic
persuasion.

The servant leader uses power in a way that can be compared and applied to
Immanuel Kant’s categorical imperative (2002) of decision-making, coupled with the
compassionate love of Agape.

Immanuel Kant’s categorical imperative is predictable and rigid in that all choices
must have the possibility of being universal.
“Act as though the maxim of your action were by your will to become a universal law of nature” (Kant, 2002, p. 19). He went on to say, “Consequently, every rational being must act as if he, by his maxims, were at all times a legislative member in the universal realm of ends” (Kant, 2002, p. 19).

Kant would prescribe that one should not make any choice that one would not be comfortable applying to oneself at any and all times, and to the fullest extent. He also stressed that the dignity of the other (not only the agent) be considered to the fullest (Kant, 2002).

In addition to Kant’s categorical imperative, the ethical application of Agape can be stressed in the use of power as a servant leader.

Agape is a compassion-based system in which decisions are made based on the mantra: do what love commands (Peterson & Strauch, 1991). Love for self, love for others, or a combination of both is the spectrum that is applied utilizing Agape.

Servant leadership employs power in a compassionate way, combining the universal ethics of Kant and the compassion-based perspective of Agape. A servant makes decisions under the Kantian assumption that she is never an exception to the rule—thus, never exempt. For example, a person can never make herself the exception when applying a universal ethical principle. And, led by Christian principles of Agape love, a servant makes decisions out of love for others and, overall, their greater good.

The argument can be made that Greenleaf’s compassionate use of power stems from classical ethical theory which includes living a principled life, guided by unselfish love and choices that can be universalized.
To contrast, the coercive leader makes decisions under the false assumption that she is exempt—such a coercive leader grants herself the right to be the exception to her own rules. She may use her power to dominate and manipulate to achieve selfish ends.

**Leadership as an opportunity for healing.** In “The Servant as Leader,” Greenleaf explained, “The search for healing or wholeness is something that both the leader and the follower share. A leader who is servant-first supports the follower in his endeavors as well as his own” (2008, p. 37).

The servant leader’s motive for healing is fueled by the desire to serve the other’s highest priority needs. The fulfillment of these needs will, in turn, better serve the overall group. Although a part of being human is experiencing varieties of suffering and hurts, Greenleaf believed all individuals are on a journey towards wholeness, but along the way, we are never whole (Spears, 2005, p. 3).

A servant leader must first seek her own healing in order to better dedicate herself to the healing processes of others. Judith A. Sturnick, president of The Sturnick Group for Executive Coaching and Consulting to Corporations, Higher Education and Healthcare and member of The Greenleaf Center’s board of trustees, uses her own personal experience and the experiences of other executives to address the need for personal healing that translates into healing kinds of leadership in organizations.

The voice that speaks within each of us guides us to the centered balance: that place of health from which our dearest impulses spring. This balance becomes the standard by which we can weigh our life choices. Through our deepest listening in that centered stillness, we define our personal equations of life and work, mind and feeling, striving and rest, body and spirit (Sturnick, 1998, p. 187).

Sturnick explained that once a leader has found healing, her desire to serve will lead her back to her organization: “…most of us are motivated by dedication to a greater
set of principles or vision. A healthy perspective on servant leadership reflects an equally healthy insight, gained from our authentic odysseys through pain and blackness, into our own egos and motives” (1998, p. 190).

Six components of healing wisdom have been defined by Sturnick (1998, p. 190). They give the servant leader the ability to create public and internal healing dialogue with her followers. The six components are:

1. Comprehending and honoring boundaries.
2. Releasing obsessive and destructive perfectionism.
3. Seeking creative responses to ambiguity.
4. Acknowledging, however tentatively, a spiritual reality within our institutions.
5. Fostering personal and organizational experimentation.
6. Maximizing the elements of discovery and surprise.

A servant leader’s employment of these six components of healing wisdom will help her to confront issues, keep service redemptive—rather than sacrificial, and give rise to opportunities to recognize the “inner life,” or the uniquely human value, that is found in the individuals that comprise an institution (Sturnick, 1998, p. 190-191). In turn, a healed servant leader who seeks to nurture her followers will be more likely to realize the freedom of discovery. She and her institution might discover “…new ideas, options, challenges, new ways of relating, new definitions of one’s identity in work” (Sturnick, 1998, p. 192). Ultimately, this dialogue leads to the discovery of greater truths between the servant leader and followers.

The healing process is the first step in Greenleaf’s “best” test: “Do those served grow as persons…to become healthier, wiser, freer, more autonomous, more likely
themselves to become servants?” (Greenleaf, 2008, p. 15). A servant leader’s dedication to healing on a personal level allows her to begin serving others in a life-giving way.

*Gentle persuasion.* Another way that servant leadership differentiates itself from other leadership theories is in the way that the leader enlists others to follow her beliefs. Rather than using her power and status as a leader as the driving force, a servant leader uses gentle persuasion to help others understand the reasons for siding with the servant leader (Greenleaf, 2008, p. 31). Urging persistently from core values constitutes gentle persuasion.

In addition to core values, a servant leader employs an imaginative use of language. Not all followers will have a strong a desire to bridge this gap of understanding (Greenleaf, 2008, p. 20). A servant leader uses language that will tempt the follower’s mind to imagine greater things of herself.

To illustrate the concept of gentle persuasion, Greenleaf told the story of John Woolman. Woolman was a Quaker who, almost singlehandedly, persuaded Quaker slave-owners in the United States against owning other human beings (2008, p. 31). Woolman traveled to Quaker settlements, one home at a time, speaking from his conscience about the harm in slave-holding. Woolman did not demand that the Quakers change; rather he spoke to the goodness within them to see the light and to do what was right. One by one, they agreed, and Quaker slavery disappeared because of gentle persuasion (Greenleaf, 2008, p. 31).

While his method was indeed slow, “his approach was to raise questions: What does the owning of slaves do to you as a moral person? What kind of a[n] institution are you binding over to your children?” (Greenleaf, 2008, p. 31). The one-man-at-a-time
approach worked, and he was able to keep relationships intact (Greenleaf, 2008, p. 30-31).

**Empathy, acceptance, and listening.** An effective servant leader is not without particular skills: notably, empathy, listening, and acceptance. Demonstrating these builds trust between leaders and followers (Greenleaf, 2008).

Servant leadership is derived from the leader’s desire to fulfill the needs of her followers (the “best test”); only by working towards understanding of the other can this happen. Interpersonal communication scholar B.J. Broome described empathy as conceiving and perceiving another’s feelings and experiences. Not only does one de-center, but she must also take on the role of the other culturally, sociologically and psychologically to communicate in a non-evaluative, problem-oriented, and receptive way (Broome, 1991, p. 171-184).

“Acceptance is receiving what is offered, with approbation, satisfaction, or acquiescence” (Greenleaf, 2008, p. 21). Oddly enough, the opposite of both empathy and acceptance is rejection (Greenleaf, 2008, p. 21).

The servant always accepts and empathizes, never rejects. The servant as leader always empathizes, always accepts the person, but sometimes refuses to accept some of the person’s effort or performance as good enough (Greenleaf, 2008, p. 21).

This true desire for greater understanding builds strength in others. One of the truest ways to better understand what will serve another’s highest priority needs is to listen (Greenleaf, 2008). By actively listening, caring for the person at-hand, a servant leader can bridge the impersonal worker-management gap and start the problem-solving process.

The servant leader combines the qualities of listening, empathy, and acceptance.
But acceptance does not mean sanctioning all ideas. A servant leader holds followers to a high standard, always critiquing and finding ways to improve the organization—but while doing so, never “rejecting” the individuals whose ideas are being critiqued (Greenleaf, 2008).

**Foresight and conceptualization.** Finally, a servant leader is most valuable when she has foresight and conceptualization. Foresight is, simply put, “a better than average guess about what is going to happen when in the future” (Greenleaf, 2008, p. 25). It requires a certain amount of intuition, faith, prudence, and rationality (Greenleaf, 2008).

Greenleaf’s use of the term “faith” is key. He did not use the term in a spiritual sense, but rather he used faith to denote a leader’s need to make hard decisions in a timely way. A leader never has all the information necessary for a decision—more research and consultation is always possible (Greenleaf, 2008, p. 26). At some point, however, the leader must act on the faith that this opinion is the best possible choice.

One is at once, in every moment of time, historian, contemporary analyst, and prophet—not three separate roles. This is what the practicing leader is, every day of his life.

Living this way is partly a matter of faith. Stress is a condition of most modern life, and if one is a servant leader and carrying the burdens of other people—going out ahead to show the way, one takes the rough and tumble (and it really is rough and tumble in some leader roles), one takes this in the belief that, if one enters a situation prepared with the necessary experience and knowledge at the conscious level in the situation the intuitive insight necessary for one’s optimal performance will be forthcoming (Greenleaf, 2008, p. 26).

On the other hand, conceptualization is “the prime leadership talent” (Greenleaf, 2008, p. 33) that drives a servant to be a leader. With a vision, the servant leader can bring to life the spirit and fortitude of her followers (Greenleaf, 2008, p. 35).
The employment of foresight and conceptualization, coupled with imagination and visionary thinking, give the servant leader her “lead” (Greenleaf, 2008, p. 27).

One who is able to shine her perceptive light into the dark can calm anxieties of others, despite the threat of the unknown. Greenleaf went so far as to say that a servant leader’s failure to foresee constitutes ethical failure (2008, p. 27). It is her responsibility to draw upon a wide base of knowledge to make informed decisions. This awareness is a driving force behind what causes a servant to answer the call to leadership. Greenleaf wisely articulated, “Able leaders are usually sharply awake and reasonably disturbed. They are not seekers after solace. They have their own inner serenity” (2008, p. 29).

This inner serenity is coupled with a certain amount of faith that decisions and outcomes will coincide properly, despite not necessarily having all the information possible.

A servant leader’s manifestation of these five combinations of qualities to become what Greenleaf called the servant leader (2008):

1. Compassionate use of power.
2. Leadership as an opportunity for healing.
3. Utilization of gentle persuasion.
4. Being empathetic, drawing on strong listening and perception skills.
5. The skills of foresight, conceptualization and visionary thinking.

Since the seminal essay “The Servant as Leader” is short, other scholars have studied Greenleaf to elaborate on his theories of leadership. Prominent among Greenleaf and servant leadership scholars is Larry Spears.
Larry Spears, servant leadership scholar and president and CEO of the Greenleaf Foundation for Servant Leadership from 1990-2007, identified the following as the ten characteristics of servant leadership: listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community (Albert & Spears, 2013).

By committing oneself to personal development of this skill set, or at least having an intimate knowledge of one’s personal abilities, one can better serve those whom she is leading. Spears’ ten characteristics are clearly in line with Greenleaf’s discussion.

In her final paper for the Spring 2013 Carroll College Servant Leadership course, Raven Dryden wrote of how to understand the basics of a servant leader:

I believe to best capture a snapshot of a servant leader you can base your understanding in two ideals: a servant leader does not seek security, and a servant leader is fully aware of how powerless they are... When you do not feel the need to seek security in other people or in job titles one is free to listen and be aware of the movements (physical and internal) around them. Servant leaders listen first... This is interesting because servant leaders are indeed empowered, however this power is not drawn from external sources (e.g. titles, people, money, etc.), it is from internal strengths (e.g. self-insight, humility, courage, compassion) which, when properly nurtured, have the power to transform situations (Dryden, 2013).

As noted earlier, the servant leader first transforms herself, and then followers are transformed as they, too, become servant leaders. This development of more servant leaders could transform an institution into one where “care” is more of a defining characteristic than “power.”

According to Greenleaf, the secret to institution building is to be able to weld a team of [imperfect people] by lifting them up to grow taller than they would otherwise become (2009, p. 22). In turn, these people who have undergone growth will pay it forward by lifting and strengthening their own followers.
Communities are as old as time; they promote trust, respect, and ethical behavior. These love-based behaviors can then be translated and carried over into virtually all institutions (Greenleaf, 2009, p. 40).

In order to build up people, an institution must, argued Greenleaf, start on a course of service first. The right actions will then naturally fall into place. Greenleaf’s desire to articulate servant leadership came from his experience working for a high-powered business institution.

Greenleaf expanded his view of servant leadership to include institutions in his essay, “The Institution as Servant.” In that essay, Greenleaf identified three main institutions that may benefit from a strong servant leadership influence: businesses and corporations, universities, and churches (2009). The compilation of Spears’ ten characteristics and Greenleaf’s call to institutional action is one that must be answered accordingly.

Since its conception, a variety of myths and misconceptions have emerged. Two of the most compelling myths to doubters are easily dispelled.

First, servant leadership is not weak leadership. A servant leader is a strong leader, making tough decisions for the benefit of employees and the organization—but the leader always serves employees in her servant-first management style, treating them with utmost respect.

Second, organizations founded on servant leadership are not weak companies. Take Starbucks, for example; a successful coffee company, Starbucks is one of the many profitable business and institutional examples of a servant leadership approach.
Howard Behar, the former president of Starbucks Coffee Company North America and Starbucks Coffee International, speaks on the topic “It’s Not about the Coffee.” In his keynote address at the Robert K. Greenleaf Center’s 23rd Annual International Conference, Behar said, “Servant leadership is not the opposite of capitalism. A profit does not mean that you’re not serving one another. The point is to learn how to do capitalism with care, love, and compassion…You’ve got to optimize versus trying to maximize” (Behar, 2013).

Leaders, especially those being formed at Carroll College, have a higher calling: to be like Leo, a guiding spirit, a great and noble leader. With his leadership, Leo allowed others to “climb to great heights and celebrate their achievement, perhaps not fully aware that their accomplishment was owed to their soft-spoken servant.”

This thesis hopes to inform Carroll College about possible options implementing the servant leadership of Leo, Robert Greenleaf, Larry Spears, Raven Dryden, and so many others.

*Even after all this time the sun never says to the Earth, “You owe me.”
Look what happens with a love like that.
It lights the whole sky.*

Hafiz
Chapter Three  
Review of Servant Leadership in the Academy

Having reviewed the theoretical foundations of servant leadership, this thesis is now in a position to begin seeing how servant leadership might be put to use in organizations and schools.

The principles of servant leadership are finding many homes – in businesses, in schools, in churches, and in personal lives. Greenleaf addressed business applications in his companion to “Servant as Leader,” “The Institution as Servant.” In that work, he included colleges and universities as organizations that could profit from applying servant leadership principles (2009).

Universities would benefit in two ways from adopting servant leadership principles into their campuses: from improving management and leadership to teaching courses and/or offering programs in servant leadership. Since one purpose of this thesis is to propose bringing servant leadership to Carroll, this thesis set out to discover college and university campuses where servant leadership is being integrated in one or more ways.

The research process for finding schools that offer education and/or training in servant leadership required a bit of deep digging and organizing. The research for this chapter began in the following ways:

1. In-depth Internet searches; first using the mindset of a prospective student searching for a particular undergraduate degree or supplement to one such degree.
Once a servant leadership-like program was uncovered, all possible pertinent information from online was read and synthesized. Then, conversations took place with university faculty and staff, directly.

2. A roster of academic conference attendants at an academic servant leadership conference that Brent Northup attended in October 2008.

Using this list, more than 50 individuals who expressed interest in academic servant leadership were emailed. Many who attended the conference were graduate students completing requirements for traditional leadership courses—ones not based on servant leadership principles. Many other conference attendees were simply academic professionals dedicated to learning more about servant leadership. Also, there is a small, but thriving, community of professors and college professionals who subscribe to servant leadership and who teach courses on it—and on some of their campuses, have even developed, programs in or academic degrees in servant leadership.

3. Another form of research included attending the Robert K. Greenleaf Center for Servant Leadership 23rd Annual International Conference in June 2013.

This conference allowed the author to rub elbows with a plethora of servant leaders across the fields of academia, health, and business. Three days of networking put the author in touch with directors and key professors of servant leadership programs and departments, respectively. Among those interviewed were Phillip Anderson (Greenleaf Center for Servant Leadership), Dr. Matthew Bersagel Braley (Viterbo University), Dr. Kent Keith (Greenleaf Centre for Servant Leadership – Asia), Jeremy Meuser (doctoral candidate at University of Illinois – Chicago), Dr. Stuart Rayfield (Columbus State University), Larry Spears (Spears Center for Servant Leadership), Dr. Thomas Thibodeau
(Viterbo University), among many other leaders in health, business, and educational professions.

The survey of academic servant leadership offerings are presented in groups, according to the nature of the servant leadership program offered.

Three significant servant leadership approaches at college and university campuses were identified:

1. Non-degree earning undergraduate servant leadership programs.
2. Undergraduate servant leadership minors and specific academic applications.
3. Graduate servant leadership degrees.

In this thesis, a servant leadership “program” is any set of servant leadership courses, seminars, and additional requirements that supplement academics without resulting in a specific academic degree. Courses may be academic, but course completion does not lead to a recognized degree. Programs are supplementary to primary degrees.

“Academics” are defined as the groupings of courses or leadership offerings for academic recognition. These range from academic minors to academic majors to graduate degrees.

Some schools fall into two categories; for example, McMurry University has both a servant leadership program and a servant leadership minor. Columbus State University has a program and a graduate degree; for clarity, they are listed separately.

Each school’s review is summarized and categorized using the following terms:

- Top three core servant leadership values:
  - Greenleaf—The school subscribes to servant leadership according to Robert Greenleaf’s founding principles.
- Service—There is a strong service-based learning component to the application of servant leadership
  - Mentoring—Students are matched with mentors as a component of their servant leadership learning experience.
  - Community—Building one’s community, both immediate and on a grander scale, is a primary focus.
  - Faith-based—Principles of faith, particularly Christian, are strongly incorporated into the application of servant leadership.
  - Business—Servant leadership is approached through the lens of business, specifically.

- Credentials earned by a student who completes the courses or program.
- Campus host—the program’s “home” on a campus.

**Non-Degreed Undergraduate Servant Leadership Programs**

When the search for servant leadership at colleges and universities began, it was unexpected to find that servant leadership programs would be so popular. To review, the sum of a servant leadership program’s parts does not merit any form of academic recognition such as a major or minor degree. However, a program may lead to some form of certificate or honor’s recognition.

Columbus State University, Emory University, Gustavus Adolphus College, and University of Wisconsin - Madison are uniquely different schools that each have a committed servant leadership program. Each program is described by their requirements, courses, and supporting components.
Columbus State University

Columbus, Georgia  
Public university; 8,200 enrolled (2015)  
46 undergraduate and 42 graduate degrees  

Begun in 1996, the servant leadership program at CSU is similar to that of an honors program. It is comprehensive and “committed to developing future leaders who practice the servant leadership philosophy” (Servant Leadership Home, 2013). Participants develop their leadership skills in the classroom, through various service projects or “labs,” and in relationships with mentors. The program is a four-year, interdisciplinary, academic certificate program that reports directly to academic affairs (Rayfield, 2013).

The CSU program director, Dr. Stuart Rayfield, explained the CSU servant leadership program in an extensive interview from a student’s acceptance to graduation.

Currently, there are approximately 140 students in the servant leadership program at CSU; 60 of them receive a stipend of $2,500 per year (Rayfield, 2013). Students wishing to receive a stipend must apply for the program by submitting an application, essay, high school transcript and three letters of reference (Rayfield, 2013). Any student at CSU can participate in the program and courses, but the non-applicant and non-stipend students have fewer requirements of themselves. All students must maintain a cumulative grade point average of 3.5 to remain in the program (Rayfield, 2013).

The servant leadership program at CSU includes eight academic courses that a student would take in supplement to courses for his or her specific academic degree. The following is a list of the courses and their descriptions from the Columbus State Web
site—syllabi found in the appendix; each course is one credit hour, unless otherwise noted. (Academic Classes, 2011):

*Introduction to Servant Leadership*  Open to the general student population, incoming freshmen in the program and incoming associates, this seminar enables students to define leadership and to understand the concept of servant leadership. Students begin to examine their own beliefs about leaders, leadership and themselves. They are introduced to the current research literature on leadership and become acquainted with various leadership theories. Necessary skills for effective leaders are introduced and practiced through an included community service component.

*The Individual as Servant Leader*  Open to second semester freshmen in the program and associates, this seminar is designed to help students understand themselves in the context of servant leadership. This course enables students to understand critical developmental issues for college students and to develop their own personal vision in terms of servant leadership. Students examine their definitions of moral leadership and focus on applying universal human values in practical contexts.

*The Language of Leadership*  Open to sophomores in the program, this seminar is designed to help students explore the role of communication in leadership. Those interested in developing skills for authentic communication and in bridging the gap between style and substance find this course especially useful.

*The Servant Leader and Power*  Open to second semester sophomores in the program, this seminar enables students in the servant leadership program to examine the meanings of coercion, manipulation and persuasion. Students study sources of credibility, logical argument and emotional appeals. Ethical application of the principles of persuasion is the focus as the student develops his or her own unique power to persuade.

*Servant Leaders in Films and Movies*  Open to juniors in the program, this seminar enables students to explore lessons in leadership through the timeless art of storytelling—stories told in movies and film. Students practice purposeful viewing of films, discuss principles of servant leadership, and write papers that analyze the lessons in leadership.

*Leadership: A Biographical Approach*  Open to second semester juniors in the program, this seminar enables students to explore lessons in leadership through the lives of servant leaders. Students read biographies, discuss the principles of servant leadership, and make presentations about the lives of servant leaders.
Servant Leader as Teaching Assistant  Open to seniors in the program, this seminar enables students to share their knowledge of servant leadership in educational settings. This may include serving as a teaching assistant for the freshman seminar, planning and facilitating leadership workshops, or teaching leadership lessons in the community.

Servant Leaders in Project-Based Learning  Open to seniors in the program, this seminar enables students to identify and carry out selected projects designed to benefit the campus and/or community. Students write a proposal, develop and execute a plan, and make a final report and presentation. Projects to date have included a leadership conference, planting trees through Trees Columbus, building the CSU Habitat House, and building the Girls Inc. greenhouse.

Leadership Development Studies for 21st Century Leaders  This course is designed to provide emerging and existing leaders the opportunity to explore the concept of leadership and to develop and improve their leadership skills. The course integrates readings from the humanities, experiential exercises, films and contemporary readings on leadership.

In addition to seminar courses (for syllabi, see Appendix C), students are required to participate in community service with an approved “agency” (Rayfield, 2013). Rayfield compared the community service to a lab component of the courses (2013). Students serve for between four and six hours per week or approximately 500 total hours at the end of the program (Rayfield, 2013). Currently, there are more than 30 different placement agencies that students can choose from based on their interests. First-year students have a limited list to choose from, however; this encourages a positive transition into the program (Community Service, 2011). First-year students are also required to enter into the local elementary school-based Big Brothers Big Sisters program (Rayfield, 2013).

Rayfield explained that in addition to courses and volunteering their time, students in the servant leadership program at Columbus State University are matched with mentors. Each first-year student is matched with a fourth-year student—these
student-mentors can count their hours as their service agency. In the spring semester, second-year students are matched with a corporate partner, someone in the community who is dedicated to servant leadership, to have at least three structured dialogues throughout the semester. Third-year students are matched with a faculty member in the spring semester. Finally, fourth-year students may choose whether or not to have a mentor. However, many choose to be a mentor or continue their relationship with the community member or faculty member they were previously matched (Rayfield, 2013).

As previously mentioned in Robert Greenleaf’s “The Servant as Leader,” a number of different traits are noted and recognized as present in the traits of a servant leader.

Ideals like trust, appreciation, discipline, listening, humility, confidence, acceptance, compassion, empathy, honesty, the ability to “foresee the unforeseeable,” creativity, integrity, awareness, accountability, patience, courage, competency, concern, the ability to build others up, truthfulness, authenticity, transparency, sincerity, teamwork, unity, and forgiveness” (Rotz, 2011).

This program helps its students to better understand themselves and their personal traits by including an assessment section in the course “The Individual as Servant Leader” (Rayfield, 2013). Students take assessments such as Myers-Briggs Type Indicator, Emergenetics, FIRO-B, Leadership Profile, StrengthsQuest, and Leadership Practices Inventory (Rayfield, 2013). Rayfield elaborated that the ultimate goal is to help the students figure out their natural talents and what tendencies they’re more inclined towards (2013).

The servant leadership program at CSU is fully funded by local businesses, endowments, and annual funds from committed people (Rayfield, 2013). According to
Rayfield, currently they employ a chair of the program and a faculty administrator. The program also works closely with the Pastoral Institute at CSU (2013).

At the end of a student’s academic career and time in the servant leadership program, she earns the title “Servant Leadership Graduate.” The students are also provided with volunteer transcripts, detailed records of all their service hours throughout their collegiate careers in the program (Rayfield, 2013).

**Columbus State University: Overview**

At Columbus State University, the servant leadership program walks the line between “program” and “academic.” While any student may enroll in the courses to enhance their education, more is expected of those who are accepted into the four-year program. Students are engaged outside of their courses in service with approved agencies and mentors. Stipends are available for a limited, qualifying number of students in the program.

- **Core Values:** Greenleaf, service, mentoring
- **Credentials Earned:** Volunteer transcript and the title of “Servant Leadership Graduate”
- **Campus Host:** Academic Affairs
Emory University
Atlanta, Georgia
Private university; 23,000 enrolled (2015)
90 undergraduate degrees, 47 graduate degrees

Emory features the D. Abbot Turner Program in Ethics and Servant Leadership or
EASL, for short.

EASL consists of two separate programs, the “Forum” and the servant leader
summer internship. Dr. Edward L. Queen, director of EASL and of undergraduate
studies at Emory University, explained the two programs.

EASL has been in existence since 2000. Approximately 210 students have passed
through the Forum, and more than 300 have participated in the summer program (E.
Queen, personal communication, March 19, 2015).

The Forum is a one year program. More practically, it is a weekly, two-hour,
interdisciplinary conversation focused on service, community building and leadership
development” (The Forum, 2016). Students are engaged through retreats, skill-building
sessions, outside speakers, and student-developed service projects (E. Queen, personal
communication, March 19, 2015). Each year, Robert Greenleaf’s “The Servant as
Leader” is used to convey the essence of servant leadership; other materials vary from
year to year.

Fifteen students are selected each year by application process for the Forum (The
Forum, 2016). After the year of formation and difference-making in the community,
some students have continued in various formats, including, but not limited to “a separate
discussion group, [a] book club, or as part of the Ethics Bowl Team” (E. Queen, personal
communication, March 19, 2015).
A key component of the Forum is the service project that is designed and implemented by small groups. Five local non-profit organizations are paired with teams of three or four students. At the end of the academic year, the groups present their projects during a closing celebration (The Forum, 2016). This is an opportunity to gauge the success and learning outcomes of the year (E. Queen, personal communication, July 7, 2015).

The servant leader summer internship “places qualified Emory University students in Atlanta-area nonprofits, government agencies and socially responsible businesses” (Summer Internship Program, 2016).

For nine weeks, program participants participate in weekly meetings or courses, small group debriefings, reflections, and a minimum of 240 hours at the placement site (Summer Internship Program, 2016). In return, the students receive a $4000 stipend and an extensive portfolio (E. Queen, personal communication, March 19, 2015).

**Emory University: Overview**

Emory University’s approaches to servant leadership are two different programs: a year-long seminar meeting group and a summer internship. Students must apply for the opportunity to engage in either option. The weekly seminar is supplemented with retreats, skill-building sessions, outside speakers, and service. This program is not associated with academics in any way. Students do not receive any form of stipend or scholarship for being accepted into the seminar program.

The summer internship is non-academic and service-based. In addition to time at the local organization or business, students participate in weekly meetings. Participants receive a stipend.
Core Values: service, community, Greenleaf

Credentials Earned: Neither program offers students any particular credentials.

Campus Host: D. Abbot Turner Program in Ethics and Servant Leadership, which is hosted by the Emory University Center for Ethics.

Gustavus Adolphus College

Saint Peter, Minnesota
Private college (Evangelical Lutheran Church affiliation); 2,400 enrolled (2015)
72 undergraduate degrees

Gustavus Adolphus College features a Center for Servant Leadership (CSL). The CSL brings together “four areas of emphasis: career development, vocational reflection, community-based service and learning, and engagement with church and community partners” (The Center for Servant Leadership). It strives to be a resource for students to “gather for great conversation about things that matter and where [they] can turn as [they] discover how to make [their lives] count (The Center for Servant Leadership). In the last couple years, the servant leadership program has been revised and revamped. Originally, the program was a group of summer camp student leaders exploring their vocations and their callings to ministry; eventually the program grew to be more influential than expected and had to be refined and rethought (Pehrson, 2013).

Amy Pehrson is the mentoring program coordinator in the Center for Servant Leadership and assistant director of vocation and integrative learning in the Center for Servant Leadership; she explained the ins and outs of the program and center at Gustavus Adolphus College.
The Servant Leadership Program (SLP) is a three-tiered program and is one of three leadership tracks within the G.O.L.D. leadership program—Gusties in Ongoing Leadership Development program (Pehrson, 2013). Also included in the G.O.L.D. program are the Self-Leadership track and the Exemplary Leadership track (G.O.L.D. 3-Track Program). The three tiers of the SLP are Apprentice, Ambassador and Partner; each tier requires a separate application and successful completion of the previous tier—except for Apprentice, as it is the introductory phase (Pehrson, 2013). Students who are senate members, resident assistants, peer educators and school ambassadors are referred to and invited to apply for the program to improve their leadership skills and encourage positive choices (Pehrson, 2013).

The Servant Leadership Program includes three concentrations of leadership: personal, community and global (Newell, 2011). Coinciding with the three concentrations are the three tiers of the program. The Apprentice level of the SLP is for first and second-year students, ten students from each course, and the program offers these students a stipend of $200 for their participation (Newell, 2011).

According to the Conceptual Framework set forth by Gustavus Adolphus College, Apprentices will accomplish personal leadership growth by engaging in monthly meetings and the following (Newell, 2011):

1. Participate in a CSL Service Program.
2. Engage in integrative curriculum—specifically personal leadership development.
3. Participate in leadership assessments and write weekly journals (including contributions to the SLP blog).
5. Engage in experiential learning opportunities.
6. Involve others!
7. Commit acts of servant leadership.
An application process is required for a student to advance from Apprentice to Ambassador as only six second-, third-, and fourth-year students are accepted at a time, and these students receive a $600 stipend (Newell, 2011). In order to continue growing in their personal and community leadership, the Conceptual Framework lists the following as responsibilities of Ambassadors (Newell, 2011):

1. Engage in integrative curriculum—specifically personal and community leadership.
2. Generate and facilitate large group reflections and workshops (service programs, in residence halls, G.O.L.D., and others as appropriate).
3. Engage in mentoring relationship with an Apprentice.
4. Develop campus and community partnerships.
5. Participate in leadership assessments and write weekly journals (including contributions to the SLP blog).
6. Commit to organizing a leadership conference.
7. Commit acts of servant leadership.

Finally, a Partner in the SLP focuses on all three areas of leadership: personal, community and global (Newell, 2011). “The global emphasis is manifested through the facilitation of community-based research to enact community change while considering the social, political and cultural implications of change” (Newell, 2011).

The six third- and fourth-year students receive a $600 stipend while engaging in the following responsibilities as set by the Conceptual Framework (Newell, 2011):

2. Engage in integrative curriculum—specifically, personal, community and global leadership.
3. Participate in leadership assessments and write weekly journals (including contributions to the SLP blog).
4. Present at a conference, if appropriate.
5. Engage in a mentoring relationship with Apprentice.
6. Submit proposals to the undergraduate journal of service learning and other publishing opportunities.

Successful completion of the SLP includes attendance and participation in eight courses (for syllabi, see Appendix D) that are held once a week for an hour and a half for
one semester (G.O.L.D. Booklet, 2013). The following lists the courses and their
descriptions from the G.O.L.D. information booklet (G.O.L.D. Booklet, 2013):

**Introduction to Servant Leadership** This course will provide an
introduction to the principles and practices of servant leaders and will
allow students the space to examine for themselves what they intend to
gain from their experience in G.O.L.D.

**The Art of Listening** The importance of listening, to our inner voices as
well as to others, is paramount to good leadership. This course will
provide models and considerations to listen deeply to oneself and to
others.

**Leadership Awareness** Leadership requires keen awareness of ourselves,
others and the world around us. This course will examine the importance
of awareness and how to apply that learning to the context of the world.

**Caring Leadership** Leading with a servant’s heart implies a strong
connection to compassion for the well-being and care for others. In this
course, we will examine the servant leadership characteristics of healing
and empathy.

**Visionary Leadership** The ability to generate and carry out a vision is
paramount to being a leader. Creating and implementing a vision involves
the ability to see the future and to garner support that brings the vision to
life. In this course, we will examine the characteristics of
conceptualization, foresight and persuasion.

**Community Leadership** Servant leaders are concerned with building a
strong sense of community and the growth of those they serve and lead.
This class will examine leadership practices that provide the framework
for strong communities.

**Stewardship** Stewardship is defined as “holding something in the trust of
another.” This course will explore our collective role as leaders and how
we choose to be stewards to the broader world in which we live.

**Capstone Class** This class will serve as a synthesis of the conversation,
activities and learning that has taken place throughout our time together.
This includes the opportunity to identify areas to apply your learning as
well as the opportunity to participate in a case study experience.

Currently, the G.O.L.D. programs at Gustavus Adolphus College are not
recognized for academic credit; rather they are leadership “certificate programs”
(Pehrson, 2013). According to Dr. Pehrson, the college is currently examining the costs and benefits of incorporating the program into academics (2013).

**Gustavus Adolphus College: Overview**

This non-academic program at Gustavus Adolphus is three-tiered. It accepts a limited number of students to participate each year; students may take three or four years to complete all three tiers in addition to other leadership tracks (Self-Leadership and Exemplary Leadership). Students supplement their academics with one or two courses, service, and mentoring relationships. A stipend is available to each student in the program, though the amounts are dependent on the student’s tier level.

**Core Values:** service, community, faith-based

**Credentials Earned:** leadership certificate

**Campus Host:** Campus Activities

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**University of Wisconsin – Madison**

Madison, Wisconsin
Public university; 43,000 enrolled (2015)
232 undergraduate degrees and certificates; 200+ graduate degrees

In 2014, the University of Wisconsin-Madison began offering a servant leadership certificate. Since 2014, it has been offered five times with 150 participants; approximately 100 of the participants have completed all requirements to earn the certificate (R. Toomey, personal communication, August 2, 2016). This certificate is geared toward anyone interested in knowing more about servant leadership, specifically individuals in the greater Madison community. The certificate is not eligible for
academic credit, rather continuing education units (R. Toomey, personal communication, August 2, 2016).

Robert Toomey, Ed.D., the program director for leadership, management, and workplace skills in the Division of Continuing Studies at University of Wisconsin–Madison explains that the goal of the servant leadership continuing education certificate is to help participants have greater success in their own lives after learning through first-hand experiences, proven approaches, and best practices (R. Toomey, personal communication, August 2, 2016). Students will understand servant leadership principles and practical knowledge that can be put to use immediately to serve those searching for effective leadership (R. Toomey, personal communication, August 2, 2016).

The curriculum is modeled after the fundamental Robert Greenleaf principles. It is built upon using assessments for better self-awareness, servant leader models, examples of practicing stewardship, and seeing the greater effects of servant leadership through a service project. Module 1 is required before all others, and the courses can be taken without resulting in the certification. This program has been divided into five modules, offered over the course of four months (Servant Leadership Certificate, 2016):

**Module 1: Servant Leadership Fundamentals** Introductory module with concepts; some advance pre-reading. Servant leader models, discussion, case studies, examples where it works (success stories).

**Module 2: Artful Leadership Through Self-Knowledge** Self-assessment, then report with results and discussion of application. Servant leadership and emotional intelligence, reflection, awareness, contemplation, mindfulness.

**Module 3: Building Community & Developing Others** Peter Block and others. Partnerships, community-building, building a culture of trust, team-building, and dealing with thorny team issues. Hospitality, individual/people development, recognition, inclusivity, and valuing diversity.
Module 4: Stewardship of Organizational Resources  Peter Block. Learn about stewardship practices (e.g. Holy Wisdom Monastery site) as well as good management practices such as wise use of financial, human, and other organizational resources.

Module 5: Servant Leadership Project: Recognition & Reflection  Putting it together, seeing the whole. Reflecting on a service project chosen by the participant. Concluding celebration/ritual.

“I am consistently impressed with the depth and variety of motivations that adult learners bring as participants in this program. While everyone is not equally motivated, for those who are, their sincerity and willingness to listen to various approaches to servant leadership have on several occasions surprised me in the best possible ways,” says Dr. Toomey (2016).

Toomey continues to work to improve the participant experience. Particularly, he has spent time trying to enable “wayfinding” in the participants’ learning experiences.

This program is applicable for portfolio credits for participants who are enrolled in Viterbo University’s MA of Servant Leadership.

Overview: University of Wisconsin – Madison

This certificate program is unique of all other program and academic offerings. Rather than being traditional student-centric, it is focused for established individuals who would like to continue their personal education. It is based in the teachings of Robert Greenleaf and is heavily influenced by “real-world,” contemporary examples to convey the fundamentals of servant leadership.

Core Values: Greenleaf, community, business

Credentials Earned: Servant Leadership Certificate

Campus Host: Continuing Studies
Degreed Undergraduate Servant Leadership Programs

Academic servant leadership is found in a variety of formats across the country. Interestingly enough, nowhere is it offered as a major, only as a minor or academic certificate. Georgia Institute of Technology, Finlandia University, and McMurry University each have a unique take on servant leadership in academics. All four schools also offer some form of a servant leadership program (see definition in Programs) to students and/or faculty. Each section includes a description of the academic courses and/or minor (and program, if applicable) and a list with descriptions of the required courses.

**Georgia Institute of Technology**

Atlanta, Georgia  
Public university; 25,000 enrolled (2015)  
37 undergraduate degrees; 78 graduate degrees

Georgia Tech is dedicated to “improving [the] human condition through advanced science and technology” (About Georgia Tech, 2013). The university takes leadership from a business standpoint through their Institute for Leadership and Entrepreneurship (ILE). At this time, “servant leadership” is not the official minor, but there is a leadership minor available to undergraduate students through ILE with a strong underlying focus on servant leadership.

“ILE serves as a resource for the many colleges and schools throughout Georgia Tech, helping them to build the concepts of leadership and entrepreneurship into their activities and curricula (Course Offerings, Certificates, and Minors, 2013). Any student is welcome to join ILE in studying “the latest leadership and entrepreneurial research”
while “[encouraging] them to form their own perspectives on what makes an effective leader” (Course Offerings, Certificates, and Minors, 2013).

Dr. Robert Thomas, the executive director of the Georgia Servant Leadership Alliance—a non-profit organization that promotes servant leadership within Georgia’s colleges and universities, helped to develop a curriculum and programming for ILE (Thomas, 2013). He currently teaches academic courses in leadership (Thomas, 2013). In addition to the leadership minor and ILE program, Thomas also created Leadership Roundtable—a faculty-based program for building leadership to benefit the university community and culture.

The leadership minor at Georgia Tech is “multi-disciplinary” and can take the course of the public policy-based leadership or management-based leadership track (Minor in Leadership Studies, 2013). To earn the leadership minor, students are required to take at least 15 credit-hours in addition to their regular bachelor’s degree coursework (Minor in Leadership Studies, 2013). Regardless of the track a student chooses to take, she must take the course “Foundations of Leadership,” an introductory leadership course and the “Leadership Capstone Course,” a final, debriefing of sorts (Thomas, 2013). In between, a student chooses from a number of different offerings based on her chosen track; Thomas’ “Servant Leadership, Values and Systems” is included in the management track offerings (Thomas, 2013). Each course (for syllabi, see Appendix E) is equal to three credit hours (Courses, Certificates, and Minors):

**Servant Leadership, Values and Systems** This course has been designed to enhance students’ awareness of their values and the ways in which those values are reflected in their decisions and actions. The course will explore the gap and tension between stated organizational values and those that drive actions. Students will gain a better understanding of the systems in which they operate, and learn how to identify points of leverage to affect
change. Contemporary concepts of integrating values and system-level thinking will be studied, providing the student with knowledge that may influence their philosophy, style and strategy.

*Foundations of Leadership* Students will become familiar with different ways of exercising leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context. They will learn and apply leadership skills in a hands-on, practical way that encourages them to challenge their own beliefs and assumptions about what constitutes leadership.

*Capstone Course/Integrative Management Analysis Leadership for Positive Change* The course is designed to provide students the opportunity to develop their leadership skills and to test competencies that they have gained through other courses in the minor. It is designed as an experiential exercise of leadership in a project-based setting. Each semester, the course instructor will identify projects that are appropriate for the course and will facilitate access to relevant local governmental, non-profit, social enterprise or hybrid organizations. Students will work in inter-disciplinary teams, addressing the identified challenge of the organization to which they are assigned, and over the course of the semester, will design a solution that addresses this need and builds organizational capacity.

At the servant leadership conference in 2013, several of Thomas’ upper-level students spoke to his servant leader qualities, and despite their management-track leadership minor, they have come to realize that they have been learning servant leadership all this time.

Dr. Thomas also created the Leadership Roundtable. This is a program specifically for faculty members to bring a greater awareness to their leadership challenges and abilities (Thomas, 2013). The experience is a long-weekend retreat, typically held once a year for about twelve new faculty and tenured or “more senior” faculty (Thomas, 2013). Thomas explained that the retreat is held at a local retreat center that Georgia Tech rents out entirely, and the weekend features leadership seminars, team-building exercises, meals, and conversation time (2013). Originally, faculty members
had to be paid to attend; however, it’s become so popular and successful that faculty members must be nominated or invited to join a Leadership Roundtable weekend (Thomas, 2013). In the aftermath of the Roundtable weekends, Thomas made it clear that the community that was built in the weekend is very visible around the campus. Faculty members are more willing to collaborate with one another, lines of communication are more open, and there have been a number of new projects that have come about as a result of the Leadership Roundtable (Thomas, 2013).

Throughout the course of our conversation, Thomas stressed that a leadership minor or program is a delicate thing to maintain (2013). Without careful management, students with a leadership minor can be tricked into thinking that they are leaders, automatically. Leaders must be thoughtfully and intentionally developed both by themselves and their mentors (Thomas, 2013). He pointed out that military schools such as the United States Military Academy, the Air Force Academy, or the Coast Guard Academy are institutions that specifically focus on cultivating people into leaders, so their curricula may be a source of useful insight. (Thomas, 2013).

**Georgia Institute of Technology: Overview**

In brief, servant leadership is implicit within the Georgia Tech leadership minor. Three of the courses are designed to help students reach their best leadership potential. Social projects are implemented in place of outright “service.”

The faculty and staff-based servant leadership program is unique to Georgia Tech, but it has become a valuable tool for the faculty and staff to improve their lines of communication, leadership and collaboration.

**Core Values:** business, mentoring, community
Credentials Earned: Academic minor in policy-based or management-based leadership

Campus Host: School of Business

Finlandia University
Hancock, Michigan
Private university (Evangelical Lutheran Church affiliation); 500 enrolled (2015)
31 undergraduate degrees

Servant leadership has a presence within the academic curriculum at Finlandia University, and in 2014, a female residence, the Servant Leadership House, was established.

In 2005, René Johnson, the servant leadership director and associate professor of religion, was brought to Finlandia University to start a servant leadership “program.” This project has evolved into a servant leadership presence within the religion courses at the university (R. Johnson, personal communication, March 7, 2015). Currently, there is no religion major, but there are three academic minors: religious studies, Christian vocation, and religion/philosophy. The three servant leadership courses are embedded in the Christian vocation minor.

“There is no servant leadership concentration or any other recognition other than the courses on one’s transcript,” related Johnson (R. Johnson, personal communication, March 7, 2015).

…At some institutions (especially colleges and universities with a religious foundation), servant leadership can sometimes be interpreted and articulated in association with Jesus. At Finlandia, servant leadership is expressed through the Robert K. Greenleaf school of thought, although it is a faith-based approach to exploring servant leadership through the connection to vocation (while still maintaining the distinct Greenleaf
qualities of servant leadership) (R. Johnson, personal communication, March 7, 2015).

Johnson, the instructor of the three servant leadership courses, shared her syllabi (see Appendix F) and course particulars for the three servant leadership courses: servant leadership, service and learning in Tanzania, and servant leadership for the local community.

“All of the courses include (1) personal reflection integrated with developing an awareness of social justice issues, (2) service, and (3) readings on the topics of servant leadership and/or vocation” (R. Johnson, personal communication, March 7, 2015). Each course is equal to three credit hours, from the “Finlandia University 2014-15 Course Catalogue” (R. Johnson, personal communication, March 7, 2015):

**Servant Leadership**  A Christian faith-based approach to the nature, style and skills of servant leadership. Students consider contemporary leadership theories and styles of leadership, local and global social justice issues, and vocation in connection with servant-leading. The concepts of servant leadership are applied through participation in service learning volunteer work in the local community.

**Service-Learning in Tanzania**  The primary learning experiences take place during a three-week trip to Tanzania in May. During the spring semester students meet weekly to discuss readings, prepare for being a guest in a foreign country, and plan fundraisers. The visit to Tanzania is at the invitation of the Eastern and Coastal Diocese of the Evangelical Lutheran Church in Tanzania. Students stay in host homes, learn about social concerns, and participate in the life of a community while serving at a secondary school. It is expected that all students, regardless of financial need, participate in fundraising efforts to help offset some of the travel expenses.

**Servant Leadership for the Local Community**  Explores servant leadership as a spiritual discipline while developing leadership skills for local volunteer service. [This course] explores the essence of spirituality and spiritual practices in relation to service. Students identify local needs and organize a service-in-kind project to benefit the local community. Participation in discussion seminars and journal activities [is required].
In order to add to the breadth of the servant leadership experiences on campus, Johnson began a servant leadership residential experience. The first four residents began moving into the house in the fall of 2014. Johnson expects their number to rise to five (of a possible six) in the fall of 2015.

The servant leadership house at Finlandia University is built on four pillars: service, leadership, community and mentoring (Johnson, Servant Leadership House). Residents participate in at least two community service events each academic year (Johnson, Servant Leadership House). One day a week, Johnson meets with the students to discuss an issue of social justice and/or plan events to raise awareness of the social justice issues or servant leadership (R. Johnson, personal communication, March 7, 2015). In order to ensure a positive living experience, residents create a community living code addressing living guidelines, responsibilities, and participation. Finally, advisors from the Finlandia community “who are significantly connected to Finlandia and the mission of the SL House” participate in mini-retreats, social engagements, and periodic communication (Johnson, Servant Leadership House).

**Finlandia University: Overview**

In brief, servant leadership at Finlandia is taught using Greenleaf’s approach and influences. The three servant leadership-centered academic courses focus on personal and social awareness, service and servant leadership and vocational readings.

The same professor of the servant leadership-based courses also leads a servant leadership residential experience. Four to six students experience a home-life built upon service, leadership, community and mentoring. They continue their servant leadership education by meeting once a week with the faculty mentor.
Core Values: faith-based, community, service

Credentials Earned: Christian vocation academic minor; no recognition for the residential experience.

Campus Host: Religion; Christian vocation minor; Servant Leadership House within the Student Affairs’ Clubs and Organizations.

McMurry University

Abilene, Texas
Private university (United Methodist Church affiliation); 1,200 enrolled (2014)
45 undergraduate degrees; 2 graduate degrees

Today’s society is searching for strong, effective leaders, and traditional leadership skills are not enough. Leadership should be undertaken as a service to the greater good of others, rather than for more selfish purposes (Servant Leadership Program, 2013).

The servant leadership program and minor at McMurry University exemplifies the university’s Methodist core values: Christian faith, personal relationships, learning, excellence, and service (About McMurry, 2014).

Dr. Mark Waters is the director of the servant leadership program (see Appendices G and H), and he is assisted by a team of rotating faculty and staff from the university. His introductory servant leadership course inspired by Robert K. Greenleaf’s concept of servant leadership united with the Christian heritage of the university (Servant Leadership Program, 2013).

Led by a trained third- or fourth-year student, the small group seminar discussions are an opportunity for students to further discuss course topics and to put to use the leadership skills they are learning. Each small group plans and executes a service project for a local non-profit organization (Servant Leadership Program, 2013). The small group
leaders are eligible to be paid for 10 hours per week through McMurry University’s work-study program and a private fund (for those students who are not work-study eligible) (Servant Leadership Program, 2013).

Servant leadership at McMurry University is also available as a 21-credit minor, hosted by interdisciplinary studies. Adding the minor to supplement an interdisciplinary degree or “co-curricular” transcript is recommended to students (Servant Leadership Program, 2013). Students who receive the minor will be placed with a “field supervisor,” or someone in the community who can help the student learn servant leadership in a hands-on setting while fulfilling learning and leadership goals (Courses of Instruction, 2013).

The introductory servant leadership course at McMurry University is one of several courses that fulfills a three-credit core requirement of all university students. A three-part course, it includes one interactive course lecture per week, one small group seminar discussion per week, and at least 30 hours spent on a service project with the small group (Servant Leadership Program, 2013). According to the McMurry University course descriptions and 2014-2015 course catalogue, the remaining following courses are required for the minor:

*Introduction to Ethics* The course provides an introduction to ethical theories (deontological, teleological, virtue ethics, etc.), moral decision-making, and key contemporary moral issues. Particular attention is given to practical application in moral reasoning and to the development of sensitivity to ethical issues of contemporary society, focusing on rights and duties of individuals and groups and the nature of legitimate needs and values.

*Concepts and Techniques of Servant Leadership* A discussion of the nature, styles and skills of servant leadership, utilizing historic and contemporary models and emphasizing moral roots of responsible leadership. Students will participate in a field experience in the Abilene
community, combined with reflection and discussion in small groups on issues in servant leadership.

**Virtue in World History** This course will examine basic ideas of leadership and virtue through examination of the lives and ideas of major figures in world history, as depicted in a mix of past and current motion pictures. Taught as needed, this course may be substituted for “World Societies I.”

**World Societies I** Through a survey of ancient cultures in Africa, Asia, South America, Central America and North America, students will examine a wide variety of ancient urban cultures and their ways of life. This course provides students with an overview of major social processes and social structures that affected the development of past civilizations from a global perspective. This course may be substituted for “Virtue in World History.”

**Virtue in American History** This course will examine basic ideas of leadership and virtue through examination of the lives and ideas of major figures in United States history, as depicted in a mix of past and current motion pictures. Taught as needed, this course may be substituted for “World Societies II.”

**World Societies II** In this course, students will examine contemporary social issues, within a global perspective. Students will investigate topics of world poverty, transnational crime, marriage and family, and how technology has spurred social change around the world. This course may be substituted for “Virtue in American History.”

**Formation in Servant Leadership** Formation in servant leadership is a seminar-style course focusing on personal and interpersonal growth in servant leadership. Emphasis is placed on self-awareness, personal mastery (effective self-leadership), deep listening, group facilitation, and service learning.

**Theories of Leadership** A seminar-style course focusing on recent research and literature in leadership. Emphasis will be placed on the mastery and implementation of leadership theories. Special attention will be devoted to theories that incorporate service.

**Dialogue with the Other** Understanding and working with the “other” (variously defined) is a crucial skill for servant leaders and is an increasingly necessary skill for anyone in a global, pluralistic world. Dialogue with the Other is a seminar-style course focusing on understanding people and groups whose culture, ethnicity, race, religion and/or lifestyle is outside the dominant frame(s) of reference of McMurry
students. Students will conduct research on hermeneutical and practical aspects of dialogue, engage in phenomenological studies of various groups (the “other”), practice skills associated with dialogue, and develop service learning activities to practice what they learn.

**Internship/Capstone** The Internship and Capstone in servant leadership provides an integrative learning experience near the completion of the servant leadership minor. Students are matched with an appropriate field supervisor in a community setting (business, organization, agency, etc.) and will develop a minimum of three learning goals that include academic and experiential elements. Regular meetings are required with the field supervisor and the director of servant leadership to develop, implement and evaluate the fulfillment of the learning goals.

In the fall of 2014, Waters wrote a program review of the servant leadership minor at McMurry University. While he addresses the full spectrum of the minor’s effectiveness at McMurry, he speaks to the effect of what only the servant leadership minor can do for the success of McMurry University:

Servant leadership is interdisciplinary and “inter-professional” in ways not overtly present in many academic disciplines. In this sense, servant leadership represents the best values that are necessary for a traditional liberal arts education. As an academic discipline, servant leadership addresses the question: *What kind of education does a person need to be a good citizen in a free (liberal) society?* Servant leadership does not cover all the academic bases, but it exhibits the values necessary in every discipline and profession if one is to be liberally educated (educated to be a good citizen in a free society) (p. 10, 2014).

**McMurry University: Overview**

In brief, McMurry University’s 21-credit servant leadership minor is rooted in Greenleaf’s teachings. A close-knit community in and of itself, it combines academic courses with small groups, mentors, and service (in applicable courses). The talents of community members, additional faculty and staff, and upper level students are combined and incorporated into the education of the students in the minor.

**Core Values:** faith-based, Greenleaf, community
**Credentials Earned:** Servant leadership academic minor

**Campus Host:** Interdisciplinary Studies

**Graduate Servant Leadership Degrees**

Making a study of leadership at the graduate level is a generally accepted concept. This section includes schools that offer either Master of Science or Master of Arts. Some schools are specific to servant leadership; others offer a servant leadership track that supplements a form of a leadership degree.

Graduate servant leadership degrees are specifically academic and all result in a Master’s level degree.

**Columbus State University – Graduate Program**

Columbus, Georgia
Public university; 8,200 enrolled (2015)
46 undergraduate and 42 graduate degrees

After establishing a successful servant leadership program, Columbus State University incorporated a servant leadership track into their Master of Science in organizational leadership. “This degree prepares graduates for higher leadership and executive positions in private, public, and non-profit organizations” (Career Opportunities, June 13, 2016).

Named the nation’s first “Servant Leadership city” by the Greenleaf Center for Servant Leadership, students have a wealth of servant leadership experience from Columbus-based corporations, non-profit organizations, and educational institutions (Program Description, June 13, 2016).
The organizational leadership graduate degree consists of 36 credits. It can be completed in four semesters for full-time students (Program Description, June 13, 2016). The courses include topics such as organizational behavior and leadership, conflict resolution, economics and finance, global management, and strategic leadership and change management. The following courses are specific to the servant leadership track and allow a student greater specialization (Master of Science Organizational Leadership – Servant Leadership Track, June 8, 2016):

*Foundations in Servant Leadership*  During this course, students will examine the foundations of leadership and servant leadership, examining historical and recent theories. Students will be asked to consider leadership from a variety of sources and perspectives. Assignments will include opportunities for students to reflect on the leadership they have experienced and the leadership they hope to provide and cultivate in others.

*Contemporary Issues in Servant Leadership*  During this course students will engage in a directed study to identify and analyze contemporary issues in leadership in their specific organizations. Additionally, students will hear from leaders throughout our community and our region, discuss the contemporary issues they are facing in their organizations and how they are dealing with them.

*Coaching*  This course will allow students to become proficient in the use of coaching as a model for empowering others. The course will follow the principles set forth and develop key competencies for coaching and will also include a practical application where students engage in role playing and eventually a practicum experience.

*Developing an Organizational Culture of Servant Leadership*  Students enrolled in this course will study the process of defining an organizational culture within the context of servant leadership. Time will be spent learning how organizations set out to define their cultures and how they work to change their cultures. Once students have a background knowledge on organizational cultures, they will specifically begin to explore how an organization systematically works to use servant leadership as its fundamental core for building its organizational culture.

*Organizational Ethics and Value*  This course is dedicated to developing a clear understanding of theories and concepts related to ethics, morals, and
values, as well as the application of ethical concepts in organizations through the use of case studies.

**Columbus State University: Overview**

Columbus State University’s Master of Science in organizational leadership - servant leadership track is built for growing professionals to profit from the community’s dedication to the practice of servant leadership, defined by Robert Greenleaf. The graduate degree is an undiluted example of Greenleaf’s definition of servant leadership and servant leadership in an institution.

**Core Values:** Greenleaf, community, mentoring

**Credentials Earned:** Master of Science Organizational Leadership – Servant Leadership

**Campus Host:** Turner College of Business

**Concordia University Chicago**

River Forest, Illinois
Private university (Lutheran Church-Missouri Synod affiliation); 5,200 enrolled (2015) 60+ undergraduate degrees; 40+ graduate degrees

Concordia University Chicago offers an online Master of Arts in leadership with a servant leadership specialization (MA Leadership: Servant Leadership Specialization, 2016). The servant leadership specialization is one of five offerings.

The curriculum of the servant leadership specialization of this graduate degree is built to guide students toward a deeper understanding of servant leadership ranging in terms of being, knowing, and doing in professional settings in the community (MA Leadership: Servant Leadership Specialization, 2016).
Four core courses form the base to the degree, they include “Leadership and Excellence,” “Strategic Leadership and Planning,” “Ethical and Social Leadership,” and “Introduction to Research” (Curriculum, 2016). Students specializing in servant leadership choose six of the following courses—including the introductory servant leadership course; all students finish with the capstone experience (MA Leadership: Servant Leadership Specialization, 2016):

*Introduction to Servant Leadership - Principles and Practices*  An invitation to and introductory exploration of the philosophical, religious, and spiritual principals underlying servant leadership as well as the meaning of service and practices of servant leaders in contemporary society.

*Service through Stewardship*  An exploration of the meaning of stewardship in organizational contexts, including issues in balancing caring, cognition and emotional intelligence, accountability, the availability of organizational resources and developmental needs in service of the greater good, assess human capacity, collaboratively grow relationships, anticipate consequences, develop, implement, and sustain a leadership legacy.

*Developing Human and Communal Capacity*  Examination of how to be a healing influence in the lives of individuals and institutions, building communities in the workplace, commitment to the growth of self and others, and the development of individual and communal service orientations.

*Diversity Issues in Servant Leadership*  A focus on diversity issues with the practice of servant leadership that covers topics such as building networks, communities and organizations that highlight and emphasize relationships that are grounded in mutual respect, reciprocity, understanding, and an appreciation for differences.

*Issues in Leadership Calling and Transformation*  This course provides students with the opportunity to explore the individual initiative and call to prepare as a servant in order to become a leader. In-depth examination of such issues as intentionality, empathy, awareness, justice, forgiveness, personal commitment and ongoing personal growth in the context of servant leadership enables students to reflect on their own readiness to serve and lead.
Listening, Learning, and Speaking as a Servant Leader  This course provides learners with opportunities to develop effective communication skills, including active listening and effective speaking with and to individuals and groups as a servant leader; to develop vision and to persuasively communicate vision, purpose, direction and accomplishments based on ongoing self and organizational assessments.

Purpose, Choice, and Reflection in Servant Leadership  An examination of the meaning and practice of visioning, values, goal articulation, reflection, and choice as well as applications in the context of personal and professional servant leadership practices, mission, and vision development.

Spirituality and Servant Leadership  An exploration and examination of the meaning of spirituality and service in specific religious and spiritual developmental and leadership contexts. Students consider their personal beliefs, convictions and practices as these relate to the community and for the greater good of society. Finding one’s place and purpose in the world is an underlying theme of this course.

Leadership Capstone  This course serves as a culminating experience in which students are expected to apply knowledge and insights gained from their graduate course experience. The course is designed to provide a final experience in which students demonstrate mastery of content and allow an opportunity for closure and connection between courses. The purpose of this capstone course is to facilitate the integration and synthesis of content through critical thinking; it is also a turning point for the student from education to professional practice.

Concordia University Chicago: Overview

Servant leadership according to Greenleaf is implicit in the online Master of Arts degree at Concordia University Chicago. This academic experience is designed for individuals looking to grow their leadership skills and positively impact their communities.

Core Values:  Greenleaf, business, community

Credentials Earned:  Master of Arts in leadership: servant leadership specialization

Campus Host:  College of Graduate and Innovative Programs
Gonzaga University

Spokane, Washington
Private university (Catholic, Jesuit affiliation); 7,600 enrolled (2015)
75 undergraduate degrees; 30 graduate degrees

Gonzaga University offers a Master of Arts in organizational leadership degree that additionally offers a concentration in servant leadership (Servant Leader Concentration).

Derived from the writings of Robert K. Greenleaf, the servant leadership concentration seeks to inform its students though the combination of three types of knowledge (Servant Leader Concentration):

- Informational and factual knowledge and skills relevant to servant leading for individuals, organizations and the macro-community.
- Procedural knowledge and processes relevant for interacting with individuals and within organizations and macro-community systems.
- Strategic knowledge required for self-transformation, institutional transformational processes, and macro-systems transformation.

The twelve-credit, online or on-campus concentration is designed for working adults. Dr. John Horsman, the architect behind the concentration, explains that the program assumes that students have “some” or approximately five year’s work and leadership experience (J. Horsman, personal communication, March 8, 2015).

“…We encourage students to integrate theory with their experience through reflection and practice. Our program pedagogy assumes all students are teachers and all teachers are students, so we learn together” (J. Horsman, personal communication, March 8, 2015).

The Master of Arts in organizational leadership with a concentration in servant leadership is organized sequentially, consisting of two required courses and two elective courses (Servant Leader Concentration). It also requires a course that includes an
“immersion” or “residency,” requiring students to travel to for an educational retreat that course material and lessons are built upon. The course-descriptions are as follows:

**Servant Leadership**  An examination of the foundation, principles and practice of servant leadership.

**Foresight and Strategy**  Students will integrate more of the servant leader characteristics and further develop the disposition of a servant leader through the exploration of the art, science, and methods leaders use to acknowledge, stimulate, and further develop their capacity of foresight. Students engage macro-system perspectives applying strategy and stewardship as they consider introducing vision into the reality of complex organizational and community systems (includes a three-day residency).

**Leadership and Community**  An appreciation for and an understanding of the leadership processes of empowerment, collaboration and dialogue in the context of creating and transforming community. Emphasis is given to understanding individual and group development, structures of collaboration and dialogue, and leadership which is oriented toward process rather than product (includes a five-day residency at St. Andrews Abbey in Valyermo, California).

**Leadership, Justice and Forgiveness**  Students will begin the process of understanding leadership, justice and forgiveness in the context of purposeful systems change. Servant leadership and restorative versus retributive justice are important aspects of the learning community. Students are engaged toward self-responsibility in the context of reconciliation and the depth of heart, mind, and spirit that leads to healing and growth in community with others. Students will work to apply the interior leadership necessary for discernment and action within oppressive systems.

**Listen, Discern, Decide**  Students will learn more in-depth concepts of servant leadership by learning approaches and practices of listening and discernment as a way of enhancing decision-making capacity. The course begins with a focus on interior and exterior listening. Listening and awareness techniques are then integrated with the principles and practices of discernment. The course progresses from a focus on the individual, to group, to listening and discerning and decision-making in organizations and communities.

**Gonzaga University: Overview**

Gonzaga University’s Master of Arts in organizational leadership with a concentration in servant leadership is entrenched in the writings of Robert Greenleaf.
However, its focus is less on individual servant leadership, but on transformative servant leadership within organizations and institutions as a whole. Gonzaga houses the International Journal of Servant Leadership. Larry Spears is the Gonzaga University Servant Leadership Scholar.

**Core Values:** Greenleaf, business, community

**Credentials Earned:** Master of Arts in organizational leadership with a concentration in servant leadership

**Campus Host:** School of Professional Studies

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**Viterbo University**

La Crosse, Wisconsin  
Private university (Catholic, Franciscan affiliation); 2,700 enrolled (2015)  
70 undergraduate degrees; 5 graduate degrees

Viterbo University is regarded as the gold standard for servant leadership graduate programs in the United States.

Dr. Thomas Thibodeau is an eccentric servant leadership scholar who has built the Master of Arts in servant leadership degree at Viterbo University into a dynasty unmatched by any other. Located within the college of business and leadership, the degree “provides an opportunity for individuals to develop and deepen their vocation to engage in competent, creative, faithful leadership that works for the common good” (Thibodeau, Temple, & Bersagel Braley, 2013).

According to Thibodeau, as individuals develop their leadership skills, their surrounding communities and institutions benefit. People are motivated when they have a sense of connection to others and feel that they are a vital part of their community
(Thibodeau, et al., 2013). He further explains, “The idea of being a compassionate, thoughtful and sensitive human being is what’s hard. It’s easy to be a hard-ass. What is important is to take the opportunity to be a true human being” (Thibodeau, et al., 2013). At the Robert K. Greenleaf Center for Servant Leadership 23rd Annual International Conference, the question “What’s in it for me?” came up, regarding a Master of Arts in servant leadership. Truthfully and with inspiration, Thibodeau replied: “Your life will never be the same. You go and take the hard road, and go change the world” (Thibodeau, et al., 2013).

The Master of Arts in servant leadership degree at Viterbo University sees three forms of the servant leader: informative, formative and transformative (Thibodeau, et al., 2013). The transformative servant leader is the goal, but the three forms are a cycle; a servant leader will move through the forms as she learns, grows and develops (Thibodeau, et al., 2013).

This program brings together people who aspire to leadership positions in community, church and business. By promoting ethical decision-making, theological reflection, leadership skills, and public activity, the master's program in servant leadership supports and affirms people who seriously embrace their vocation to serve in the world and the church (Master of Arts in Servant Leadership).

Geared toward adult learners, the Master of Arts servant leadership program offers courses with teaching procedures that are appropriate for students with a wide variety of life and professional experiences (Master of Arts in Servant Leadership, 2012).

Twelve core courses are required. The 2014-2015 Graduate Catalog of Viterbo University describes them as follows:

*Servant Leadership Theory and Practice*  By examining the foundations of servant leadership in scripture, theology and the experience of the people of God, participants may begin to identify and understand their own ways
of leading and the gifts and skills that they bring to leadership for the common good so that they may set goals for developing them. The course should help participants answer these questions: What are the virtues of a servant leader? Am I to be a servant leader? What type of person would I need to be, and how would I need to act?

**Theological Inquiry in Servant Leadership** This course introduces students to the discipline of theological reflection as a primary mode of inquiry in the study of servant leadership. Using the critical tools of theological reflection, participants will begin to develop a way of “seeing things whole,” integrating in their private and public lives the theologically resonant texts, traditions and practices that form leaders, transform institutions, and inspire communities.

**Ethical Decision Making for the Common Good** This course is aimed at providing a framework to help participants make the hard moral decisions that face servant leaders if they are to promote the common good. This course will emphasize traditional ethical principles, contemporary ethical theory, and Catholic social teaching. Application will be made to leadership theory and practice and how these principles shape the common good, especially in our institutions and communities.

**Social Scientific Inquiry in Servant Leadership** The goal of this course is to improve the students’ ability to critically analyze servant leadership literature and other research studies they come into contact with every day of life. This course provides working knowledge of both qualitative and quantitative research methods. It is intended to: a) equip students with a general knowledge of social science research objectives and methods; b) prepare students to evaluate social science research approaches; and c) prepare students to write and propose scholarship in servant leadership.

**Building Community** This course is a study of the “whys” and “hows” of community building. We will begin with looking at the conceptual basis for community and then proceed to the practical skills involved with developing and maintaining an organization.

**Peacemaking and Conflict Resolution** This course will be an examination of nonviolence and movements for nonviolent social transformation as they are expressed in world religions. The life of Jesus of Nazareth, the work of Francis of Assisi, Gandhi, Martin Luther King Jr., and Dorothy Day—among others in the history of nonviolence—will be analyzed in exploring practical ways to peacefully resolve conflicts.

**Ritual and Celebration** Rituals and celebrations form our core identities as we live and work within community. Servant leaders are asked to lead people in appropriate reflection, rituals and celebrations within each
community they serve. This course will explore meditation, prayer and a discipline of self-reflection as well as help participants create and facilitate rituals that celebrate important moments in community and practice leading others in those celebrations.

Servant Leadership and Global Change The challenges communities and organizations face often reflect, refract and interact with a range of global forces at work in the world today. In order to evaluate the prospects and ambiguities of servant-led social change in the twenty-first century, this course will analyze how the very real and often contentious political, economic and cultural processes of globalization affect the diverse local contexts in which participants currently serve.

Prophetic Leadership The prophet is called and calls others to read the signs of the times. Prophetic leadership is genuinely involved in the social, economic, and political realities of the communities they serve. This course will examine prophetic voices throughout history. Participants will discern and discover their own prophetic voice in leadership and the courage of their own conviction.

The Art of Leadership This course, within the context of Christian service, helps participants understand organizational theory, organizational cultures, leadership styles, the dynamics of power and change, and the aesthetics of leadership. In pursuit of the common good, the true and the beautiful, the participants will have the opportunity to develop skills to lead effectively.

Serving, Leading, Healing Healing is an understudied dimension of servant leadership, despite being recognized as a vital activity of individuals and institutions committed to serving others. This course examines the critical role of servant leaders in helping create the institutional and social conditions necessary for human flourishing. Key concepts covered will include health assets, moral injury, leading causes of life, and social determinants of health, among others.

Stewardship: Franciscan Theology of Environmental Stewardship At the heart of Franciscan Theology of Environment is the notion of ecological stewardship: a responsibility and opportunity to embrace the cosmic earth story with an attitude of care for the planetary household of God. Stewardship understood in this way is another key characteristic of a servant leader. This course will examine ecological guidelines for behavior (ethos) for the household (oikos), and explore the relationship between environmental justice and issues of social justice.

Special topics courses and independent studies are offered at in the servant leadership program at Viterbo University as needed. In addition, all students build a
portfolio of their work. The culmination of the Master of Arts in servant leadership is a scholarly project in servant leadership. “The students present findings from their research project as a formal written paper and in an oral presentation to a seminar of their peers” (2014-2015 Graduate Catalog, 2014).

**Viterbo University: Overview**

In brief: The gold-standard for academic servant leadership, Viterbo University focuses less on service outside the classroom and more on the education and development of the practice of servant leadership. Students are primarily professionals returning to graduate school to grow and develop on both professional and personal levels. The Master of Arts program is relational-based and highly focused on both the writings of Robert Greenleaf and Franciscan theology. Viterbo University is rooted in Franciscan theology.

**Core Values:** Greenleaf, faith-based, community

**Credentials Earned:** Master of Arts in Servant Leadership

**Campus Host:** College of Business and Leadership
Review of Servant Leadership College Offerings

This thesis has examined fourteen different approaches to servant leadership at ten different colleges and universities across the United States. There are clear differences and similarities that run true for most of the academic and programmatic offerings.

First, four schools choose to offer two servant leadership options to students and/or faculty and staff:

- Columbus State University—undergraduate program and graduate degree
- Georgia Institute of Technology—undergraduate academic courses and faculty “Roundtable”
- Finlandia University—undergraduate academic courses and residence facility
- McMurry University—undergraduate program, “core” academic course, and undergraduate academic minor

Next, of the examined servant leadership offerings, half are programs. In some cases, like Columbus State University and Gustavus Adolphus College, the programs are so in-depth, the only difference between their servant leadership offering and that of a school like McMurry University is the academic recognition upon completion.

Surprisingly, servant leadership is less-likely to be found as an academic undergraduate degree. After extensive and exhaustive research, no college or university in the United States offers an undergraduate servant leadership degree. McMurray University’s minor is the only complete academic offering. The offerings at Georgia Tech and Finlandia University are supplementary courses, founded on the tenants of servant leadership.
Finally, it is interesting that of the four academic graduate degrees, only Viterbo University offers a degree that is purely in “servant leadership.” The servant leadership graduate degrees offered by Columbus State University, Concordia University Chicago, and Gonzaga University are all sub-tracks or concentrations found within “leadership.”

Going forward, this thesis will review current leadership and servant leadership at Carroll College. Then, with the review of servant leadership in the academy as a whole and that of Carroll College, options for servant leadership—specific to Carroll College will be presented.

The servant, by definition, is fully human.
The servant leader is functionally superior because he is closer to the ground—he hears things, sees things, knows things, and his intuitive insight is exceptional. Because of this, he is dependable and trusted.
And he knows the meaning of that line from Shakespeare’s sonnet:
“They that have power to hurt and will do none...”

Robert K. Greenleaf
“The Servant as Leader”
Chapter Four
Current Servant Leadership Offerings at Carroll College

This thesis has examined the history of servant leadership and taken inventory of servant leadership approaches in the academy. The final step will be to examine current leadership offerings at Carroll. This thesis will then be in a position to develop and suggest well-rounded, conscientious leadership options for Carroll College.

Carroll College is a community rich in servant leaders. From faculty to staff to students and administrators, the Carroll community knows how to answer the call to serve others. Carroll would seem a warm and welcoming home for a program in servant leadership. Currently, however, there is no holistic approach to educating students about servant leadership.

Carroll’s approach to leadership training is fragmented. The College offers a variety of servant leadership and leadership approaches. The communication department offers an academic servant leadership course; student activities offers a Leadership Certificate Program; the Hunthausen Center for Peace and Justice offers numerous opportunities for the practice of servant leadership on campus and beyond; and departments such as Business and ROTC have leadership built into their curriculum.

Carroll College Servant Leadership Course

Carroll has offered a three-credit course on servant leadership three times, once the spring of 2011, the second time the spring of 2013, and again in spring 2015 (syllabus in Appendix B). The course began as a special topics course taught by Brent Northup, communications chair. The course has since been accepted as a regular part of the
Communication department curriculum and was designed as a possible cornerstone course in a servant leadership offering.

“Servant leadership seemed like a perfect fit for Carroll’s mission,” said Northup (2014). “The values of service and of serving others is deeply embedded in the campus. But Carroll has never offered explicit training in servant leadership. That’s the next step as we set out to build a leadership program that reflects the values of the college” (Northup, 2014).

Northup said he had three goals in mind as he started the course.

“First, I just wanted to figure out how to best teach servant leadership. Next, I wanted to explore a servant leadership degree at Carroll. And, finally, I hoped that Carroll might develop a leadership program that incorporated servant leadership—or perhaps a leadership program built on the principles of servant leadership. All three of those dreams have been embraced by the college, which also sees the value of servant leadership training at Carroll College. We don’t offer a degree yet, and just the beginnings of a leadership program, but both will be actively pursued” (Northup, 2014).

The servant leadership class focuses on three themes: servant leadership, customer service and forgiveness.

First, the theoretical foundation of the Carroll servant leadership course are Robert Greenleaf’s original writings, namely, “The Servant as Leader.” These are supplemented with essays and lectures compiled and edited by Larry Spears. The characteristics of a servant leader listed earlier in chapter two are unpacked and expounded upon:
1. Exercise a compassionate use of power—in whatever form that power might take.
2. View leadership as an opportunity for healing.
3. Utilize gentle persuasion to help guide others toward the desired path.
4. Be empathetic, drawing on strong listening and perception skills.
5. Employ foresight, conceptualization and visionary thinking.

The course also audits leadership of local organizations and nominates exceptional servant leaders for recognition at the end of the semester in a formal ceremony.

Second, the course studies customer service and customer servants, using two organizations as models: Nordstrom and Ritz Carlton. The primary definition used in the course blended from those organizations: customer service is the anticipation and instant fulfillment of expressed and unexpressed wishes and needs—including owning and immediately resolving problems.

This section of the course studies the theory of customer service and also audits local businesses to evaluate customer service. At the close of the semester, exceptional customer servants are also honored in a formal ceremony at Carroll College.

Finally, forgiveness. A few servant leadership offerings in the country include units on forgiveness, Gonzaga University being one. Northup uses the Amish as a case study of forgiveness, and then extends that case to general principles. Forgiveness blends into servant leadership by reminding leaders of their own humility—and the need to forgive themselves and their followers as part of the healing process of being a servant leader.
Carroll College Leadership Certificate Program

In the fall of 2012, the student activities department introduced the Leadership Certificate Program. This program seeks to teach participants about themselves through the StrengthsQuest 2.0 assessment, then about how to work well with others who have similar or even opposing strengths. Finally, the Leadership Certificate Program requires participants to take at least four elective classes and “take part in a leadership experience on or off campus” which they then write about in their final reflections (Leadership Certificate Program).

Currently, the elective classes range from guest speakers visiting campus to short seminars given by faculty and staff. The lectures typically last approximately one hour, though depending on the conversation, may go longer. Several examples of lecture topics are as follows (Leadership Certificate Program):

- Ethical Leadership for the 21st Century
- The Secret Race: The Unwritten Rules of a Doping Culture
- Revealing Champions: Finding the Leader Within
- Moving Your Strengths from Raw to Refined
- Leadership Qualities of Saints
- Your Personal Mission Statement
- Honesty, Integrity, Responsibility, and Other Endangered Species
- Networking: Make it or break it first impressions
- Teaching College Women Salary Negotiation
- Life After Athletics: Making a new game plan

Students who have participated in peer ministry, community living, Gold Team, or student government trainings have the option to submit a reflection summary to receive credit towards the four elective leadership classes. For example, if a student is both a community assistant and a member of the Gold Team, the student can earn two credits toward the personal leadership courses once submitting a reflection for both (Leadership Certificate Program).
In its first three years, the program awarded approximately 40 leadership certificates (R. Jefferds, personal communication, October 19, 2015). Also, from 2012 to 2015, approximately 900 students became involved in the Leadership Certificate Program (R. Jefferds, personal communication, October 19, 2015).

**Hunthausen Center for Peace and Justice**

The third approach to servant leadership is through the Hunthausen Center for Peace and Justice. The Hunthausen Center is a resource to the Carroll community that was established by a grant to continue Carroll College’s effort of being active in the community using the resources of Carroll and spreading the consciousness of others’ needs (Hunthausen Center). The Hunthausen Center’s mission is “to encourage, foster and support a culture of service that shapes the whole person” (Hunthausen Center). Its dedication to service, action and education is continually renewed through shared fellowship and prayer with all people of good will (Hunthausen Center Mission Statement). The Hunthausen Center has six guiding principles: justice for the poor, consistent ethic of life, peace and reconciliation, ecumenism, solidarity, and theological foundation (Hunthausen Center Mission Statement). These six principles, coupled with service, help to shape a person more holistically.

The Center serves the Carroll community by coordinating service opportunities at Carroll and within the greater Helena community. It also seeks to promote service learning and provide resources to the students, faculty and staff of Carroll to better understand Catholic Social Teaching and its applicability across disciplines.
Other Leadership Offerings at Carroll College

Both the Carroll College Business department and ROTC build leadership training into some of their courses.

ROTC has created a leadership minor. Lower-level courses are open to all Carroll students, contracted to ROTC scholarship or not. However, due to military regulations, upper-level classes are only accessible to contracted ROTC cadets. The minor includes the following courses:

- MSL 101 American Defense Establishment
- MSL 102 Basic Leadership
- MSL 201 Individual Leadership Studies
- MSL 202 Leadership and Teamwork
- HI 121 or 122 History of the United States I & II

Plus one of the following tracks:

**Track one: Contracted ROTC Students Only**
- MSL 301 Leadership and Problem Solving
- MSL 302 Leadership and Ethics
- MSL 401 Leadership and Management
- MSL 402 Officership/Ethics in the U.S. Army

**Track two: Pending Approval**

The four approaches to leadership and service at Carroll College are not currently bound together in any holistic, organic way.

This thesis seeks to incorporate the various approaches to leadership in such a way that is holistic and useful in leading participants to ways of thinking that are centered on the “other” rather than the “self.”

The end goal is to bring servant leadership to Carroll College in an integrated, holistic, and systematic way.

*Be the one who nurtures and builds. Be the one who has an understanding and a forgiving heart. One who looks for the best in people. Leave people better than how you found them.*

*Marvin J. Ashton*
Chapter Five
Servant Leadership Program Options for Carroll College

Having examined servant leadership models at a variety of American campuses, it’s time to consider which option—or combination of options—might work best at Carroll. The final two chapters of this thesis will explore all possible options, and then attempt to narrow them down to the top three options for Carroll College to consider.

First, eight approaches are currently being employed in offering servant leadership at other campuses. These approaches will be separated into unique options—in no particular order—for Carroll to consider. Each option will be briefly summarized, noting staffing requirements (faculty, adjuncts), possible course offerings, and the type of credentials earned—as well as identifying the campus department that might host such a program. Each summary will conclude by identifying the advantages and disadvantages of this particular approach, especially in light of Carroll’s unique nature as a private, Catholic, liberal arts college of 1,454 students and 88 full-time faculty members (2015).

Having reduced the research into servant leadership programs into eight possible options, we will then be in position in the final chapter to assess which options—one or more—might best suit Carroll College.

Option I: Undergraduate Servant Leadership Major at Carroll College

*Model:* Viterbo University’s Master of Arts in Servant Leadership

*Overview:* A servant leadership major could encompass all aspects of servant leadership. Starting with Greenleaf’s foundations and principles, courses could approach servant leadership at all levels. An array of course topics, both required and elective,
could include opportunities for self-discovery and for direct service to others on and off campus.

**Lead Faculty:** One dedicated faculty member could coordinate the degree and teach the key courses, including the anchor course and the capstone course.

**Support Faculty:** Some courses would likely to be taught by additional faculty—perhaps several other individuals with leadership specialization or a combination of faculty and adjuncts from other departments. This new degree might require some form of administrative support, such as a student work-study or part-time administrative assistant.

**Courses:** The servant leadership major might draw on courses from a variety of the campuses profiled earlier. Research into other schools suggests a wide array of possible courses in a servant leadership degree. Such courses might include the following:

- Introduction to Servant Leadership
- The Individual as Servant Leader
- The Institute as Servant
- Leading & the Spirit
- The Art of Listening
- The Servant Leader and Power
- Dialogue with the Other
- Stewardship & Caring Leadership
- The Lives of Servant Leaders
- Virtue and Servant Leadership on a Global Scale
- Servant Leaders in Project-Based Learning
- Visionary Leadership
- Community Leadership
- Ethical Decision Making for the Common Good
- Social Scientific Inquiry in Servant Leadership
- Ritual and Celebration
- Servant Leadership Capstone Course
Additional Aspects: Some colleges and universities link their servant leadership offerings to community mentors, stage off-campus retreats for enrolled students, and schedule meetings beyond class time.

Credentials Earned: Bachelor of Arts in Servant Leadership

Campus Host: This degree might be housed under the care of the academic dean. It could also become a branch of an existing department.

Advantages:

- A comprehensive degree preparing students for leadership in their careers would encompass all aspects of servant leadership theory.

- A four-year degree would provide time for students to become practitioners and receive practical training.

- No undergraduate degrees in servant leadership currently exist; Carroll could set the standard for what a major is and the major might be a magnet for admissions.

Disadvantages:

- The return on the investment may not be high because of the cost of hiring qualified faculty and staff and building it into the academic infrastructure, especially during a major’s foundational years.

- A student interested in pursuing a servant leadership degree in addition to another degree at Carroll College might be unable to complete both in four years.

- Currently, there are no other undergraduate degrees in servant leadership in this country to use as direct models.
• While preparing a student for leadership, the degree may not prepare a student with skills for a particular vocation or discipline.

Option II: Undergraduate Servant Leadership Minor at Carroll College

Models: McMurry University’s minor; Columbus State University’s program

Overview: A servant leadership interdisciplinary minor would likely combine courses from a variety of departments, with one department serving as the “anchor department” of the new minor.

Lead Faculty: One dedicated faculty member who would usually coordinate the minor and teach the central courses, including the anchor course and the capstone course.

Support Faculty: Some courses could likely be taught by additional faculty—perhaps a second person with leadership specialization or a combination of faculty from other departments or qualified adjuncts.

Courses: A servant leadership minor could draw on courses from a variety of the researched campuses and from courses already offered at Carroll College. A servant leadership minor might offer courses such as:

• Introduction to Servant Leadership
• The Individual as Servant Leader
• Communication Ethics
• The Art of Listening
• Dialogue with the Other
• Caring Leadership
• Visionary Leadership
• Servant Leaders in Project-Based Learning
• Capstone Class
**Additional Aspects:** Some colleges and universities link their servant leadership offerings to community mentors, stage off-campus retreats for enrolled students, and schedule meetings beyond class time.

**Credentials Earned:** Minor in Servant Leadership

**Campus Host:** Multidisciplinary Studies could host or a minor, or a minor could be housed in one department such as Communication Studies or Business.

**Advantages:**

- A minor in servant leadership would be a consistent approach to leadership that students from differing disciplines could access.
- A minor would offer students a substantial, if not comprehensive, introduction to servant leadership theory.
- Other campuses offer such a minor, providing a model for Carroll.
- A minor would prepare a student for leadership while allowing space to pursue another major.

**Disadvantages:**

- A servant leadership minor might lead to an increased workload for existing faculty.
- Identifying existing Carroll College courses that could be interpreted as servant leadership could prove difficult.
- A credit-intensive academic schedule might make it difficult for a student to add a servant leadership minor.
Option III: Servant Leadership Professional Certificate at Carroll College

Model: University of Wisconsin – Madison’s professional certificate; Carroll College’s Project Management Certificate

Overview: A professional certificate is an academic offering that is accessible to individuals and currently-enrolled students. This academic option is an abbreviated version of a more rigorous academic minor or major. It might be a way for the college to start small and work its way to a more-involved academic program. Certificate programs usually include a smaller number of courses supplemented by out-of-class requirements which could include additional readings, workshops, or presentations.

Lead Faculty: One dedicated faculty member usually coordinates the certificate program and teaches key courses, likely including the anchor course.

Courses: A professional certificate in servant leadership could divide its requirements using Robert Greenleaf’s key principles. Sample courses—three of which already exist at Carroll—for a servant leadership professional certificate might include:

- Introduction to Servant Leadership
- The Individual as Servant Leader
- Interpersonal Communication Theory
- Project Leadership: Leading Change and the Essential Elements of Success

Credentials Earned: Servant Leadership Professional Certificate, but may or may not be posted to a student’s transcript.

Campus Host: Continuing Adult Education

Advantages:

- As this program leads to a professional certificate rather than a degree, participants would not need a major to accompany it, making it a versatile
option for both Carroll students and community members looking to expand their knowledge base and abilities.

- Primarily geared toward individuals interested in “continuing adult education,” the format of a professional certificate course would allow for practical training and practice.
- This academic offering might be found on a transcript upon successful completion.

Disadvantages:

- A professional certificate program would have difficulties adequately covering the necessary depth and breadth of servant leadership theory.
- The cost of hiring a qualified instructor or training a current faculty-member would be an addition to the college budget.
- Perhaps this professional certificate would have inconsistent quality if not taught by tenured, qualified faculty.

Option IV: CORE Servant Leadership Component at Carroll College

Model: Carroll College’s Alpha Seminar; McMurry University’s core class requirement

Overview: One approach to servant leadership might be to incorporate servant leadership concepts into existing CORE courses. The first-year student common CORE course would be one possible home for a unit on servant leadership. Another possibility would be a combination of CORE courses—just as writing can be taught “across the curriculum” so, too, could leadership be taught across the curriculum.
Faculty: One, dedicated and qualified faculty or staff member who could offer a basic training and preparation to all others who teach this course before classes start.

Credentials Earned: n/a

Campus Host: Academics, CORE Committee

Advantages:

- A CORE servant leadership component would ensure that all Carroll students have a universal knowledge of servant leadership.
- All incoming students would have the opportunity to be exposed to the idea of servant leadership if it were included in the CORE requirements.

Disadvantages:

- It may be difficult to coordinate and synchronize all instructors’ approaches to teaching servant leadership.
- With only a brief overview of servant leadership, students would not receive a comprehensive understanding of the full theory.
- As one of many CORE components, students may not have time to fully master the concept of servant leadership.
- There would be no transcript recognition of servant leadership, specifically, with a CORE requirement.

Option V: Servant Leadership Non-Academic Program at Carroll College

Model: Carroll College’s Leadership Certificate Program; Columbus State University’s program; Gustavus Adolphus College’s program
Overview: A non-academic servant leadership program could take a variety of forms at Carroll College. Columbus State University’s program is similar to an honors program. Students receive recognition for completion, but no additional degree. The program at Gustavus Adolphus is within the “campus activities” department. Both of these programs are multi-level and span multiple years of a student’s college experience.

Successful completion of this program and its requirements would not result in academic recognition on a transcript.

At Carroll College, a non-academic program would different from a professional certificate in that it would be only for currently-enrolled students at the college.

Faculty: In order for a servant leadership program to flourish, it might need a dedicated staff or faculty member who already has fewer large responsibilities so that the proper attention and support could be given to the program, helping it to evolve and grow.

Requirements: Students might be required to complete a variety of requirements, including, but not limited to, personality indicators (such as the StrengthsTest 2.0), an active servant leadership role, courses or workshops, mentoring relationships, or journaling.

Courses: A non-academic program in servant leadership might require modified versions of the courses identified in the major and minor options.

Credentials Earned: Servant Leadership Certificate of Completion

Campus Host: Hunthausen Center for Peace & Justice or Student Activities

Advantages:
• A non-academic servant leadership program could be easy to implement/modify as there is already a leadership certificate program in existence.

• Outside of academics, students might be encouraged to practice the training of servant leadership in all aspects of their lives.

• This option supports Carroll College’s mission of preparing students to be leaders in conjunction with their chosen academic discipline.

• A servant leadership program would be accessible to all enrolled students, no matter how credit-intensive their course schedule.

Disadvantages:

• Outside of academics, instruction in the theory of servant leadership could lose its breadth and depth.

• A non-academic program may not be taken as seriously as an academic program.

• Students who successfully complete the program do not earn academic recognition on their transcripts.

Option VI: Generic Leadership Center at Carroll College

Models: Emory University’s Forum, Gustavus Adolphus College’s leadership tracks

Overview: A generic leadership center could unite all forms of leadership education under a common goal. Creating a place for leadership education and all its forms gives a student the freedom to choose what focus of leadership training she prefers.
This umbrella-like format would allow for a variety of approaches to leadership to co-exist.

In the event the center does not unite behind one model of leadership training, a leadership offering comprised of different concentrations might be a way to unite current leadership offerings such as servant leadership, the Leadership Certificate Program, and leadership of ROTC. These offerings could all be academic or they could all be non-academic, as long as all are the same.

The leadership center could develop three (or more, if needed) leadership concentrations or tracks with different leadership theory, but with similar infrastructure. A student could choose which form of leadership training she would prefer to complement her degree.

_Credentials Earned:_ Credentials could be a leadership minor, leadership honors, or a leadership certificate with individual concentrations.

_Campus Host:_ Hunthausen Center for Peace & Justice or Academics

_Advantages:_

- The option of creating a leadership center could allow for the continuation and coordination of the already-established leadership offerings at Carroll College.

- A center could lead to the initiation of additional leadership formation on campus, staying true to the College’s mission.

- The theory and practical training of servant leadership—or any form of leadership—could be tailored to suit the particular program. In other
words, a leadership program could co-exist with a servant leadership program without needing to synchronize the approaches.

Disadvantages:

- A generic approach to leadership might mean the continued separation and fragmentation of leadership instruction at Carroll College.
- By creating an “umbrella,” it may be difficult to ensure the different concentrations or tracks don’t have competing or overlapping instruction.
- A generic approach to leadership instruction at Carroll may not include academic transcript recognition.
- Students may have difficulty choosing one concentration or track over another. Likewise, one or more concentration or track may receive more attention than others.

Option VII: Servant Leadership Residential Experience at Carroll College

Model: Finlandia University’s servant leadership residence

Overview: An intentional residential experience in servant leadership would be student housing for individuals to study servant leadership methodically. Under the guidance of a qualified faculty or staff member, residents would learn the principles of servant leadership and form ways that they can be practiced through cooperative living.

Requirements: A servant leadership residential experience might include the following:

- Community living.
• Create an open structure to resolve conflicts and operate as a successful unit.
• Learn to have foresight while working with a set budget for food and sundries.
• Participate in shared meals.
• Meet with a servant leadership advisor to learn about servant leadership.
• Plan servant leadership-based programs on campus.

Faculty: A dedicated and qualified staff or faculty member might be responsible for meeting with the servant leadership community on a regular basis; a faculty advisor might be needed to live in the residence.

Credentials Earned: Dependent on the intensity of the learning aspect of the community, a servant leadership certificate could be awarded for successful living experiences.

Campus Host(s): Hunthausen Center for Peace & Justice and/or Community Living

Advantages:
• Residents would have opportunities to receive and practice servant leadership training.
• The residence would serve as a real-life laboratory for the study of servant leadership.
• A servant leadership residence would prepare residents for leadership outside the classroom, in line with the College mission.
Disadvantages:

- Students may not receive the full breadth and depth of servant leadership theory.
- No academic transcript recognition would follow a servant leadership residential experience.
- A residential experience may not be accessible to a wide variety of students.
- Return on investment might be low—a high cost to serve relatively few students.

Option VIII: Graduate Master of Arts in Servant Leadership at Carroll College

Model: Viterbo University’s Master of Arts in Servant Leadership

Overview: A graduate level degree would be similar to an undergraduate major. However, a student would have the opportunity for training in an undergraduate discipline first, then complement her education with a higher level of skills. A graduate level degree would encompass all aspects of servant leadership. Also like a major, an array of course topics, both required and elective could include opportunities for self-discovery and for direct service to others on and off campus. A graduate degree could also link to an individual’s professional experience.

Lead Faculty: One dedicated faculty member who would coordinate the degree and teach the key courses, including the anchor course and the capstone course.

Support Faculty: Some courses could likely be taught by additional faculty—perhaps several other individuals with leadership specialization or a combination of
faculty and adjuncts from other departments. This new degree might require some form of administrative support, such as a student work-study or part-time administrative assistant.

**Courses:** A graduate degree in servant leadership might draw on courses from a variety of the campuses we discovered earlier. Such courses might include:

- Introduction to Servant Leadership
- The Individual as Servant Leader
- The Institute as Servant
- Leading & the Spirit
- The Art of Listening
- The Servant Leader and Power
- Dialogue with the Other
- Stewardship
- Caring Leadership
- The Lives of Servant Leaders
- Virtue and Servant Leadership on a Global Scale
- Servant Leaders in Project-Based Learning
- Visionary Leadership
- Community Leadership
- Ethical Decision Making for the Common Good
- Social Scientific Inquiry in Servant Leadership
- Ritual and Celebration
- Servant Leadership Capstone Course

**Additional Aspects:** Some colleges and universities link their servant leadership offerings to community mentors, stage off-campus retreats for enrolled students, and schedule meetings beyond class time.

**Credentials Earned:** Master of Arts in Servant Leadership

**Campus Host:** This degree might be housed under the care of the academic dean or a graduate-level department. It could also become a branch of an existing department such as Communication Studies or Business.
Advantages:

- Students from differing disciplines and experiences could access a graduate degree in servant leadership.
- Servant leadership graduate offerings exist in the United States to serve as models.
- The College mission would be upheld by educating and training students to be leaders within their respective disciplines and fields of study.
- Successful completion of graduate requirements would result in academic recognition in transcripts.
- A comprehensive degree preparing students for leadership in their careers would encompass all aspects of servant leadership theory.
- A graduate degree in servant leadership could be attractive to potential students and community members who have already earned their undergraduate degree.

Disadvantages:

- The return on the investment may not be high, because of the cost of hiring qualified faculty and staff and building it into an academic graduate school infrastructure, especially since there are no current graduate offerings at Carroll College.
- This option would be slow to take shape, making it less student-friendly.

As mentioned at the start of this chapter, it’s important to remember that these eight options are not static—rather the options for servant leadership at a college are fluid
and malleable. They can be likened to a recipe—adjusted to what will best fit the dynamics and culture of the college community.

There are a few non-negotiable aspects, like the principles of servant leadership and regular meetings to ensure the quality of the program.

However, the other ingredients are adjustable “to taste,” such as the format, length, credentials earned, and the campus host. What is important is that the servant leadership recipe is created in such a way that the wide majority of the college community will be able to taste and appreciate its complexities and range of flavors.

In addition to the millennial generation’s devotion to service, one should note that servant leadership is not only about or even primarily about volunteer service.

Servant leadership is another name for ethical leadership. The mushrooming field of millennial entrepreneurship, for example, combines expert, profitable business leadership with the values of service. Whether they use the term or formally know the concept, millennials intuitively think of effective leadership as servant leadership.

The current generation of college students grew up with the devastating effects of unethical leadership from Enron to the implosion of the mortgage industry and Wall Street to scandals in the church.

The type of leadership training that is in demand for this generation is ethical leadership, also known as servant leadership.

Mark Waters
2014 Servant Leadership Program Review
McMurry University
Chapter Six
Crystallizing Questions

Having examined eight possible shapes that a servant leadership program might take at Carroll College, this thesis will conclude by narrowing the choices. This thesis will not pretend to make a final choice, only to provide insight into the benefits and challenges of each one.

The purpose of this thesis is to bring servant leadership to Carroll College in an integrated, holistic way. In order to help direct the attention and focus of the decision-making process of a large-scale leadership option for Carroll College, a variety of crystallizing questions are posed.

1. Should Carroll College develop a servant leadership program for its students?

2. Which of the eight options seems best suited for Carroll?
   a. Which outcome of a servant leadership program is more important:
      theory—a student’s understanding of the concept, training—a student’s practical becoming a servant leader, or transcript—a student’s credentials for successful completion of a servant leadership program?
   b. Which option would most contribute to a student’s ability to better live the Carroll College Mission?
   c. Which option would be most student-friendly? Could any student with any major participate in a servant leadership program without adding years to her education?
   d. Which option would be the most cost effective and offer the most value?
3. What’s next in planning and implementing one or a combination of these options?

To answer these questions, this thesis relies on research obtained through a study of colleges and universities around the country who currently offer some form of servant leadership education.

**Should Carroll College develop a servant leadership offering for its students?**

This thesis recognizes that Carroll College has a big decision to make. There are, however, a variety of signs that point to servant leadership’s ability to enhance and complement a Carroll education.

There is an active servant leadership course that has been reviewed and approved by the curriculum committee.

ROTC recognizes that leadership training is an important aspect for an individual’s continued growth, and continues to offer upper level leadership courses to its cadets.

Dr. Chris Fuller, the current director of the Hunthausen Center for Peace & Justice and the Dean of Mission Integration and Effectiveness, has also endorsed servant leadership because it answers the call of the Carroll College mission statement—see Appendix A (C. Fuller, personal communication, April 3, 2013):

> Our mission statement, which says that we’re Catholic, liberal arts, and diocesan. All three of are reasons why I think [servant leadership is a fit for Carroll]. “Catholic” because of the principles of catholic social teaching. “Liberal arts” because one of the functions of liberal arts is to encourage an informed citizenry, right? The whole idea of liberal arts is to encounter big ideas, what it is that makes its function of who we are. So part of it is to go out from Carroll to become citizens in the world. And the third part is “diocesan.” If you look at our mission statement, the third
part, our diocesan part says that our mission statement is to encourage our students to serve Helena, Montana, the United States, and the world. And I think both of those, that direction, comes from being both Catholic and liberal arts.

**Which of the eight options seems best suited for Carroll?**

This thesis already suggested possible advantages and disadvantages of each option for a servant leadership offering at Carroll College. The next step is to rank these options, in preparation for focusing on the ones that seem best suited for Carroll.

To accomplish this, a ranking system can be used to evaluate each option. Consider each characteristic individually, and rank the options based on how well they would exemplify the characteristic. The composite ranking may help give a better idea of which option might be the most suited for Carroll College.

Six key characteristics have been identified and ask:

1. Which option might provide the most comprehensive understanding of servant leadership theory?
2. Which option might provide the most opportunities for practical training in servant leadership?
3. Which option offers the highest level of academic transcript recognition—practicality of degree/recognized notwithstanding?
4. Which option might best support the Carroll College mission statement?
5. Which option might be most student-friendly, permitting even a student with a credit-intensive schedule to participate?
6. Which option might offer the greatest return on investment (ROI)—the most benefit for the least total cost.
For all eight options, this thesis ranks each characteristic. First (1) is the best; eighth (8) is the worst. Then, this thesis totals each row for a more qualitative understanding of which of the eight options might be best for Carroll. Those with the lowest score have the most potential.

Based on the author’s understanding of the research, her experiences as a student at Carroll, and her experiences after Carroll, the ranking grid has been completed, here (for blank grids, see Appendix I).

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Rank each option in how they could best exemplify the below characteristics.

1 = best, 8 = worst
Options, in order of rankings:

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<tr>
<th>OPTIONS</th>
<th>Theory</th>
<th>Hands-On Training</th>
<th>Importance of Transcript</th>
<th>Mission-Building</th>
<th>Student-Friendly</th>
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Based on the author’s rankings, the top four options that seem best suited for Carroll College are:

**Undergraduate servant leadership minor.** A undergraduate servant leadership minor seems best suited for Carroll College because it has a high potential for comprehensive theory review and practical training opportunities. Completion of a minor would result in academic transcript recognition. It supports the Carroll mission while potentially being accessible to all students. As a minor, it would have lower initial costs than other options, with a potential for a high return on the investment of starting a minor.

**Servant leadership non-academic program.** A non-academic servant leadership program has significant potential because of its fluidity. Modeled after several of the other researched programs, it could include significant coverage of servant leadership theory and opportunities for training as a servant leader. It is unlikely to appear on an
academic transcript, but it has potential to form a high percentage of students as leaders in line with the Carroll mission.

**Graduate degree in servant leadership.** While Carroll does not yet offer graduate programs, servant leadership could be a natural fit once the college is ready. A graduate program would offer the most comprehensive review of servant leadership in addition to the most formative opportunities for training as a servant leader. Of these eight options, a graduate degree is the highest academic transcript recognition. Forming leadership skills after skills of a student’s undergraduate discipline is in line with the college mission. Considering graduate programs do not exist at Carroll, this option would be the least student-friendly and it would likely accrue the highest costs to implement immediately.

**Servant leadership professional certificate.** A servant leadership professional certificate could be a place for servant leadership to find a footing. It would cover the basics of both servant leadership training while also having the ability to appear on an academic transcript. It also supports the Carroll mission by providing students and community members, alike, opportunities to grow as leaders without interrupting their chosen academic disciplines. The return on this investment could be high with potentially lower direct costs toward faculty and larger numbers of potential participants.

Based on the author’s rankings, the lesser ranking four options for Carroll College are:

**Undergraduate servant leadership major.** A major in servant leadership is an average option because while it scores high in theory, training, and transcripts, it is a less-practical degree that is not very student friendly. This option aligns less with Carroll’s mission of producing leaders in particular chosen fields of study. As a major, it would
likely require higher costs to implement, with potentially low numbers of students seeking a major specific to leadership.

**CORE servant leadership component.** Integrating servant leadership into the CORE offerings seems to be less-likely of an option for Carroll because it would leave students with a less comprehensive idea of servant leadership in theory in practice. In addition, there would likely be no recognition in academic transcripts. While all students may have an opportunity to experience a taste of servant leadership, an overview within the CORE requirement is less supportive of the type of leaders the Carroll mission hopes to create.

**Servant leadership residential experience.** A servant leadership residential experience ranks low because in terms of theory, training, and transcripts, there might be little formal instruction, and no academic recognition for a living experience. Due to the current residential format at Carroll, a servant leadership residence would likely not be a residential style that many students would choose to participate in. Due to the potential for low numbers, the rankings were also low for supporting the Carroll mission and return on the investment of establishing a servant leadership residential experience.

**Generic leadership center.** Creating a generic leadership center ranks low because of the many unknowns. While it could open up to the possibility of servant leadership being instructed in its own “concentration” or “track,” it does not unify the campus on servant leadership theory or training. In this, it does not support the mission of Carroll College. Implementing a generic leadership center, would likely offer a lower return on the investments made to build up a variety of leadership trainings.
What's next in planning and implementing one or a combination of these options?

Looking forward to how Carroll College might implement one or a combination of these eight options, the next steps might be the following:

First, present these options and this research to the organizing committee, and pare them down to the three most-suited for Carroll. Consider alternative options not proposed within this thesis.

Second, flesh out these three options into a more detailed proposal within the committee. Consider which options might add to the attractiveness of Carroll College to a first-year student. To a graduate-level student? Which of the following core values found within the researched servant leadership offerings most align with the mission of Carroll College: business application, Christian values, community building, mentoring, Robert Greenleaf’s servant leadership principles, or service?

Third, conduct a feasibility study to discover if the college would be receptive to any of the options.

Finally, begin! Based on the results of the feasibility study, find a way to make leadership studies at Carroll College consistent and cohesive.

The University is a curious institution.
It is extraordinarily pliable and innovative when strong initiative emerges from within.
But it is practically immovable when criticized or advised from the outside.
It is possible to beat it down.
But the building forces that make a great university are almost entirely produced by strong internal leadership and the widespread initiative which this encourages.

Robert K. Greenleaf
“The Institution as Servant”
Appendix A:
Carroll College Mission Statement

Founded in 1909 by Bishop John Carroll, Carroll College is a Catholic, diocesan, liberal arts college in the ecumenical tradition of the Second Vatican Council. It advances its mission by fulfilling the following objectives.

**Instilling an enduring wonder for knowledge that will prepare students for leadership and their chosen vocations**
As a liberal arts school, Carroll College acknowledges the practical role of preparing its students for a career, but it also affirms the traditional role of providing for the expansion of the intellectual, imaginative, and social awareness of its students. It is dedicated to providing for its students the means for their full realization of a dual goal of vocation and enlightenment. Thus, while providing substantial professional and pre-professional programs, the College encourages and expects all students to participate in a broad spectrum of academic disciplines.

**Offering an integrative and value-centered education rooted in freedom of inquiry**
As an academic community, Carroll College affirms its commitment to the principle of freedom of inquiry in the process of investigating, understanding, critically reflecting upon, and finally judging reality and truth in all fields of human knowledge. As value-oriented, Carroll College is committed to and deeply involved in the further dimension of free deliberation and decision-making regarding values and personal commitment. Each student at Carroll, through personal and institutional means, is exposed to value systems with which one can readily identify, including secular values such as the worth of work and the use of the intellect, humanistic values centering on the uniqueness and dignity of the person, and religious and moral values concerned with one's relationship to God, self, and others.

**Engaging faithfully the intellectual tradition and the teachings of the Catholic Church**
As a Catholic college, Carroll is obligated to treat judgments concerning ultimate reality and decisions concerning ultimate value at both an academic and a pastoral level. This obligation involves the College's relationship to the Magisterium of the Catholic Church, defined as “the perennial, authentic, and infallible teaching office committed to the Apostles by Christ and now possessed and exercised by their legitimate successors, the college of bishops in union with the pope.” Carroll College is committed to present faithfully within its curriculum the magisterial teachings of the Catholic Church. At the same time, it acknowledges the special role of the theologian, who--although not a part of the authoritative teaching body of the Church--makes available to the Magisterium his or her scientific competence, while acting as a mediator between religion and culture by carrying on an academic dialogue with philosophy, science, the liberal arts, the believing community, and secular society.

**Serving all with humility, especially our neighbors who are poor and marginalized**
As a college founded by and related to the Diocese of Helena, Carroll has a special obligation to provide for the spiritual needs of the college community. At the same time, the resources of the College's Theology Department, and campus ministry organization are available for the special religious needs of the diocesan community as a whole. Moreover, Carroll College rededicates its spiritual, academic, and social resources to the service of the citizens of Montana, its home, and to the worldwide human family through continuing efforts to guarantee to individuals, to groups, and especially to the marginalized the right to life, to personal and social dignity, and to equality of opportunity in all aspects of human activity.

**Welcoming all persons of good will in a cooperative journey toward truth and virtue**

In the ecumenical tradition of the Second Vatican Council, Carroll College is committed to a policy of open participation by members of all religious faiths and all persons of good will in the total academic and spiritual experience of the college community. While standing fast by the teaching of the Catholic Church, and avoiding a false conciliatory approach foreign to the true spirit of ecumenism, Carroll College welcomes in love and respect the full participation of other Christians and non-Christians in an ecumenical dialogue and in a truly humble and charitable joint venture in the common search for the Ultimate Truth and the Ultimate Good which is the final goal of all education.

*Officially adopted by the Carroll College Board of Trustees May 26, 1978*

*New format officially adopted by the Carroll College Board of Trustees November 7, 2014*
Appendix B:
Carroll College Servant Leadership Course Syllabus

“A servant leader is a servant first.”
“To lead the people, walk behind them.”
“A servant leader leads to serve rather than leading to be served.”

Servant Leadership
Spring 2013
Brent Northup
bnorthup@carroll.edu 459-2371 (cell)

Course mission: This is a leadership course with a value-laden mission: To learn about servant leaders, to learn about customer servants, to foster these qualities in ourselves – and to become a resource dedicated to the development of servant leaders and customer servants. A campus major or minor may emerge from our efforts, with this course as the anchor course in a Servant Leadership course of study. If so, you will be its author. The course also studies forgiveness, and how it empowers leadership.

Course philosophy: This class will be run as a seminar of scholars with an oral midterm, an oral final and a final paper. Instead of taking quizzes and tests, you will read carefully with a pen. You then bring the book to class for a thoughtful discussion.

Your class work consists in scholarly reading and informed participation. Your out of class work consists in reading with a pen; writing your final paper; keeping a notebook of mini-audits; preparing profiles of servant leaders and customer servants; and contributing to our full class project.

Textbooks:
Servant as Leader, Robert Greenleaf
Amish Grace, Donald Kraybill, et al., 2007

Tests:
Oral midterm, during class on Feb. 25 & 27
Oral final, during class April 29 & May 1

Major paper: One, final paper due April 19.
Profiles: Two due (SL, CS) on Feb. 11 and two due (SL, CS) on March 18.
Major Group Project: The Servant Leadership Project presented April 10
Reading Assignments discussed in Daily Seminars: Readings daily.
Grading 1500 points
400 Seminar Grade (Best 12 of 17; 25 points per day)
200 Reading Log (100 before break; 100 after break) with audit log
200 Oral Midterm (100) and Oral Final (100)
100 Notebook of Audits (add two per week; on CS, one SL)
200 Paper
200 Profiles due on Feb. 11 and March 18 (four total)
100 Leadership project display & Web site (everyone gets same grade)

Description of assignments

Tests:
Oral Midterm, during class on Feb. 25 & Feb. 27. Open books, open notes, open brains. Reading logs & Audit notebooks submitted on this date.

Oral Final, during class on April 29 & May 1. Open books, open notes, open brains. Reading log and Audit notebook submitted on this date.

The oral exam will cover all readings assigned to that point. Students bring all notes and books to class with them and may consult them before and during discussion.

We will have a BN-directed conversation that reflects on any and all readings to date.

Some likely starter questions are the obvious ones: What is a servant leader? What is a customer servant? Following such a prompt, eager “A” students would make informed comments which would include reading passages aloud to support their view.

Major paper/portfolio: One, final paper/portfolio due April 29.
• **Part I:** What are the defining qualities of a servant leader? You are crystallizing/distilling your now educated view of servant leadership. With numerous citations from readings. This section will depend on your developing a growing list of passages that held define SL, throughout the course – in your class notes.
• **Part II:** What are the defining qualities of a customer servant? You are crystallizing/distilling your now educated view of customer service and customer servants. With numerous citations from readings. This section will depend on your developing a growing list of passages that held define CS, throughout the course – in your class notes.
• **Part III:** Reflection on the Amish forgiveness book and the Ferch essay on forgiveness. Your analysis of how being forgiving empowers a servant leader.
• **Part IV:** How could you incorporate the principles of Servant Leadership and Customer Service into your life and your work?
• **Part V:** Conclusion: Brief final reflections on the journey that was this course.

• **Appendix I:** This is where you put your completed (and steadily improved) profiles (4 total) from Feb. 11 and March 18. This will include two photos of each person, and
a short essay justifying your choice of these people as servant leaders or customer servants. This essay will include mention of the readings.

- **Appendix II**: Your Notebook of Audits, including at least 15 SL mini-audits and 15 CS mini-audits – not including your profiles.
- **Appendix III**: Your reading logs from the course which, at the back, includes an inventory of the 30+ mini-audits you conducted.

The Servant Leadership Project, dedicated to Archbishop Raymond Hunthausen, the 8th president of Carroll who served from 1957 to 1962. He lives in East Helena.

In this project the entire class will be one joyous unified group without a dysfunctional joint in your collective skeleton.

Each of you will contribute to our Servant Leadership campus display and Servant Leadership Web site. These postings have one clear purpose: to pay public tribute to servant leaders and customer servants in our midst. These people must be from the Carroll and Lewis & Clark County communities. This is your gift to our community, sharing the fruits of your labor this semester.

**Profiles**: On Feb. 11 and March 18, you will provide two “profiles from the light” complete with photos (two of each person). One Servant Leader, one Customer Servant. (Some of these will be selected for the campus display.) Each person may only be profiled once!

Elements of a profile
1. A short essay (200 words?) on why this person is a good SL or CS. The essay will include at least three quotations from the person, and at least three quotations from others about this person. (Interviewing is thus essential.)
2. One “headshot” of the person. You can use Google or Bing image library and type in “journalism headshot” or “newspaper headshot” and that will show you what a “headshot” looks like. Such shots are the classic types of photos used in short newspaper articles. Use a natural setting, not a photo studio setting. Such headshots are described as “tight” shots often stopping at the first button on a dress shirt or at the bottom of a necklace. Some headshots
3. One “action portrait” or “on the job portrait” of the person, preferably “in action” as a servant leader or customer servant – waiting on customers, assisting visitors, teaching a skill, coaching a player, etc. This shot will seem familiar to those who know that person. Take a look on Google or Bing of “on the job photography” or “at work photography” and you’ll see some good examples which show the person in their work setting, simultaneously capturing the nature of their work and their personality. Show your photograph to a person and ask them to guess the job. A good photo should produce accurate guesses.
4. Quotations from the readings which define servant leadership and customer service. Use one of these quotations prominently on the page, “A servant leader is a servant first” or “A servant leader leads to serve rather than leading to be served.” Your profile does not simply prove the person is well liked or that they
work hard, but that they have the defining qualities of a servant leader or customer servant: humility, service, anticipating needs, etc.

5. The profiles will be uploaded to Moodle.

To be clear: On Feb. 11 you submit one servant leader profile and one customer servant profile – with two photos accompanying each profile (four total). On March 18 you submit one new servant leader profile and one new customer servant profile – with two photos accompanying each profile (four total).

These profiles will be graded twice – once when submitted and again in the final portfolio, so students are encouraged to improve the profile for the portfolio.

**Reading Assignments:** Readings weekly. See: Day by Day.

Daily seminar: Bring 1) your books with your underlining and note-taking 2) notebook of mini-audits and 3) your “Servant as Leader” Greenleaf pamphlet. Always!

**Daily seminars**
Do the reading, reading with a pen. Come to class and open your Notebook of Audits with your books next to the notebook, pen in hand. ALWAYS bring the Servant as Leader classic Greenleaf text to every class – plus other assigned readings. Be ready to share significant quotes from each reading, and to reflect on them.

Be prepared to introduce new positive and negative examples (shadows and light) each week from your experience in the world. These may be from your Notebook of Audits.

The road to a top seminar grade is cross-referencing readings, especially tying passages from “Servant as Leader” to other readings and to your audits.

You will receive 25 points for each seminar, with the top 12 counting (5 drops). I will often conduct “book checks” to see your underlining and notetaking – and provide you with a grade you will enter into your Reading Log.

Thus during seminars:

- We discuss readings with our books open, often sharing passages aloud
- We share audits we’ve added to our notebooks
- We tie everything to Greenleaf’s “Servant as Leader.”

**Notebook of Audits**
In this notebook, you will have mini-audits of people or organizations to determine whether they measure up to the highest standards of servant leadership and customer service. This is a quick, mini-audit that could be conducted on a single observation of a waitress at one meal or a coach at one practice. This could be a Carroll employee helping you obtain a loan, or a military officer leading a drill.
Any situation of leadership or service – no matter how short - is ripe for an audit, which in this case amounts to a “spot check” or a “snapshot in time” of the tendencies.

A matrix to help guide your audits is included at the back of this syllabus.

I offer a “10 point scale” to see if we can find any “9s or 10s” in our midst. The matrix is based on the Ritz Carlton three principles of customer service and the Greenleaf definitions of Servant Leadership.

The customer service ratings involve three elements: a warm and sincere greeting; the anticipation and instant fulfillment of expressed and unexpressed wishes and needs; and a warm goodbye.

The servant leadership rating involves two key elements of Greenleaf’s test of Servant Leadership: Is the leader a servant first? And do those being served grow as persons?

Grades
I honestly hope all of you earn high grades. This class is designed to reward those who 1) keep up with reading 2) thoughtfully reflect in writing and in class on what they read and 3) show genuine interest in sharing our discoveries with others through our Web site and our display. This is not a “recall course” but a dialogue course – but we all must read in order to talk about what we’ve read. But when we read, we are not memorizing, but rather absorbing and reflecting on what we’ve read so that we can ask questions and offer insights into the material.

Policy on Attendance and Late Work
Seminar courses should not be missed. Your voice increases the value of the course for us all. If an absence is necessary, please contact BN before and/or after the absence – and make an appointment to show BN the books for that week soon after the absence. And note the absence in your Reading Log.

Words from Archbishop Hunthausen:

“So what we really need in our church and our world today is an in-pouring of the Spirit,” wrote the Archbishop.

“We need to become people of the Spirit and to recognize as did the first disciples that the Spirit is always there in our lives.

The Spirit is gift. We cannot make the Spirit happen. But we need to have a sense of anticipation. We need a miracle. Expect one, be people of hope.”
INTRODUCTION TO SERVANT LEADERSHIP
LEAD 1705 – Fall Semester 2012
T/TH 9:30 – 10:20 a.m.

Instructor:  Stuart Rayfield
Office:  Schuster 122
(706) 507-8773 office
(706) 289-6836 cell
e-mail:  rayfield_stuart@columbusstate.edu
Office hours:  anytime by appointment  (I am at work most days from 9:00 – 3:00 but must leave
frequently for classes and meetings on and off campus; thus, appointments are always wise, but
students are welcome to drop in anytime as well.)

COURSE DESCRIPTION
LEAD 1705 will enable students to define leadership and to understand the concept of Servant Leadership. Students will begin to examine their own beliefs about leaders, leadership, and themselves. They will be introduced to the current research literature on leadership and will become acquainted with various leadership theories. Necessary skills for effective leaders will be introduced and practiced through the practical application of community service.

LEARNING OBJECTIVES
Students will be able to:

- Define leadership
- Give a brief overview of major leadership theories
- Explain Servant Leadership
- Compare and contrast the concept of Servant Leadership with other theories
- Identify skills necessary for effective leadership

TEXTBOOK

Additional readings will be given out in class.

Class Topics, Readings and Assignments

Define Leadership
8/14
Introduction
Review Syllabus
Group Expectations

8/16
Define Leadership

Understanding Servant Leadership
8/21
Define Leadership Continued
8/23 Leadership Theories Lecture/Discussion (Elise)

Draw Leadership Activity

Define Servant Leadership

Assignment: Read Dr. Mary Sue Polley’s article “One University’s Response to the Anti-Leadership Vaccine: Developing Servant Leaders” and Read PTK, Unit 2, Greenleaf article, “The Servant As Leader” by Robert K. Greenleaf

8/28 Characteristics of a Servant Leader

- Jim Hunter
- Larry Spears/Robert Greenleaf
- James Autry


8/30 Breakfast with Mr. Turner

Journal Assignment: What is servant leadership to you? Compare and contract servant leadership and traditional concepts and theories of leadership. How is servant leadership different?

9/4 “The Woodcarver” Poem

9/6 Hannan Elementary – Meet Your Little!

9/11 Hotel Rwanda

Assignment: PTK, Film Study Hotel Rwanda, Unit 2

9/13 Hotel Rwanda

Paradigms and Models of Leadership

9/18 Class Presentation – Group 1 (Ben’s Group)

Assignment: Read “Four Competencies of Great Leaders” and “Ten Traits of Dynamic Leaders” PTK

Journal Assignment: Using the Woodcarver and Paul from Hotel Rwanda as examples, describe the necessary characteristics of a servant leader.

9/20 Class Presentation – Group 2 (Elise’s Group)

Assignment: Read “Three Roles of the Leader in the New Paradigm,” Steven Covey, PTK

9/25 Class Presentation – Group 3 (Jordie’s Group)

Assignment: Read “The Female Advantage,” Sally Helgesen, PTK

9/27 Class Presentations – Group 4 (Carrie Ann’s Group)

Assignment: Read “Leadership That Gets Results,” Daniel Goleman, PTK

Self-Awareness

10/2 Class Cancelled
10/4 Myers-Briggs Type Indicator (MBTI) Feedback Session
Assignment: Read “Type Talk” Kroeger and Theusen, PTK
Take Myers-Briggs online and bring type to class

10/9 FALL BREAK

Team Building/Groups
10/11 MBTI Session

Journal Assignment: Synthesize the four articles that the class did presentations on over the last few weeks. What were some common threads and important insights you gained from these articles and presentations? How does what the authors write about these topics influence your understanding of servant leadership?

10/16 The Bridge
Assignment: Read PTK, Unit 5, “The Conductor-less Orchestra” by Harvey Seifter

Journal Assignment: Free write. It is the middle of the semester…how are things going so far?

10/18 Deep Dive Video
Class Discussion – “The Secrets of Great Groups”
Assignment: Read PTK, Unit 5, “The Secrets of Great Groups” by Warren Bennis

10/23 Terri Parodi, United Way Volunteer Center (volunteer@unitedwayofthecv.org)

Empowerment
10/25 Partners of the Heart Video and discussion

10/30 Empowerment – Nelson Mandela
Nelson Mandela A & E Biography
Assignment: Read PTK, Leadership Profile: Nelson Mandela, Long Walk to Freedom,

Unit 10

11/1 Empowerment Class Discussion (Elise)

Assignment: Read PTK, From Transactional to Transformational Leadership, pp. 448-456

Journal Assignment: Compare and contrast John Woolman and Nelson Mandela’s ability to empower and influence other.

Ethics
11/6 What are Ethics? What are Morals?
5 Standards for Measuring Ethical Behavior
Assignment: Read PTK, Universal Human Values: Finding Ethical Common Ground,
Rushworth M. Kidder, Unit 3 and PTK, Thinking Ethically: A Framework for Moral Decision Making, Velasquez, et al. Unit 3
11/8  Ethics Exercise (Elise)
        Agree/Disagree Scenarios

Decision Making
11/13  *Twelve Angry Men*

11/15  *Twelve Angry Men*

11/20  What is Your Philosophy of Service?"  
        PTK, pg. 99  
        Assignment: Read PTK, Unit 2, Article by Lopez, “Becoming a Servant-Leader: The 
        Development Path”

Personal
11/22  THANKSGIVING BREAK

11/27  Dr. Seuss and Servant Leadership

Journal Assignment: Reflect on the semester. What have you learned? Why does it 
        matter? How will you use this information going forward? (What, So What, Now What?)

11/29  Wrap Up Semester – Turn in final paper  
        Announcements for spring semester

**Note:** Class activities are subject to change. Students will be notified of any changes.

**ASSIGNMENTS**
1. Reflective Journal  30%
2. Final Paper  30%
3. Class Presentation  30%
4. Class Participation  10%

**Reflective Journal**  
**Procedure**  
Journals are due six times during the semester on the dates below. See specific dates for details on the 
journal entry topic. Each journal should be about 1 – 2 pages in length and should address the topic or 
questions noted on the syllabus. Journals should be typed, double-spaced.
August 30  
September 18  
October 4  
October 16  
November 1  
November 26

**Format**  
Journals should be typed in 12 pt. font and double spaced. Journals should answer the topic question.
**Final Paper**
At the end of the semester you will be given a final paper assignment that is meant to synthesize all of the material we have covered for the semester. The paper will be 3-5 pages in length and will have specific instructions.

**Class Presentation and Discussion**
This class will be divided into four groups. Each group will be assigned an article for which they are responsible for creating a class presentation. The group will have 30 minutes for the discussion/activity. Requirements:
- 30 minute presentation on the chapter assigned to your group
  - Communicate to the class the main points of the article
  - Integrate the article into everyday life
  - Identify points with which the group agrees (if any)
  - Identify points with which the group does not agree (if any)
- Every group member must participate
- There must be one visual aid included in the presentation (movie clip, etc.)
- There must be one handout to give to the class that is related to your chapter
Optional: Groups may facilitate an activity where students do group work as a short part of your presentation (i.e. activity, discussion groups, flip chart paper exercise, etc.)

**Class Participation**
Class participation points will be awarded based on the following:
10 points – Attendance
- 10 = no absences
- 10 = 1 absences
- 9 = 2 absences
- 8 = 3 absences
- 7 = 4 absences
- 6 = 5 absences
- 5 = 6 absences
- 4 = 7 absences
- 3 = 8 absences

*Note:* No points allotted to students who miss more than eight absences as those students will be administratively withdrawn.

**CLASS DISCUSSIONS:** (As taken from the syllabus of Stephen F. Hallam, Ph.D., University of Akron, College of Business Administration, Special Topics: Professional Development: Leadership, Spring 2007)

The primary learning methodology for this course is conversational learning where the classroom conversation is based upon the assigned readings plus the unique leadership experiences and knowledge of each of the participants. As much as possible, this classroom experience should replicate the atmosphere present when friends have a casual but informed conversation about a topic of mutual interest.

Each member of the class is expected to come to each class session ready to fully participate in conversational learning having thoroughly studied the assigned materials and eager to engage in a spirited, but respectful, conversation focused on the assigned aspect of leadership theory and practice. Each member is expected to participate at each class session, but no one should monopolize the conversation.
Differences of opinion are not only welcome, but necessary in order to facilitate maximum learning. However, harassment of any type is not allowed in class. This includes, but is not limited to, populations of disability, gender, race, religion, ethnicity, age, and sexual orientation. The conversation should be spirited, but not degrading to anyone.

*He who has learned to disagree without being disagreeable has discovered the most valuable secret of a diplomat….Robert Estabrook*

Your in-class discussions should demonstrate that you have studied the assigned readings for each class session and can relate your own experiences regarding leadership in a spirited conversation.

**ATTENDANCE**
Regular attendance is expected and necessary. Students will be administratively withdrawn from the Seminar if they accumulate more than eight absences during the semester. Please see Class Participation section for a breakdown of points allotted by absences.

**A.D.A. COMPLIANCE**
Students who have documented disabilities, as described by the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), may be eligible to receive accommodations to assist in programmatic and physical accessibility. We recommend that students contact Joy Norman at the Office of Disability Services in the Academic Support Center, Tucker Hall (706), 568-2330, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.
LEAD 1706 - THE INDIVIDUAL AS SERVANT LEADER
Spring Semester 2013
Mondays 2:00 – 2:50
Instructor: Stuart Rayfield
122 Schuster
Office: (706) 507-8773
Home: (706) 653-5600
Cell: (706) 289-6836
e-mail: rayfield_stuart@columbusstate.edu
Office hours: anytime by appointment
I am in my office most days from 9:00-3:00 but must leave frequently for classes and meetings on and off campus; therefore, appointments are always wise, but students are welcome to drop in anytime as well.

COURSE DESCRIPTION
LEAD 1706, the second of the eight Servant Leadership Seminars, is for students who want to understand themselves in the context of servant leadership. This course will enable students to understand critical developmental issues for college students and to develop their own personal vision in terms of servant leadership. Students will work on a servant leadership development plan that will guide their activities for the next three years in the program.

RATIONALE
College students go through a series of developmental tasks, which many do not complete successfully. Arthur Chickering, premier researcher in the field of college student development, identifies the most critical issues as achieving competence, managing emotions, becoming autonomous, establishing identity, freeing interpersonal relationships, clarifying purpose, and developing integrity (Chickering & Reisser, Education and Identity, Jossey-Bass, 1993). By the time a freshman begins the second semester, he/she realizes that the effort required to succeed in high school will not be adequate for college success. Second semester students are also likely to be struggling with existential questions like "who am I, why am I here, and where am I headed?" in addition to problems managing time, money, and energy.

Individuals must learn to attend to their own needs and to manage themselves and their resources successfully if they are to become effective servant leaders. Stephen Covey approaches the issue through the language of "winning private victories before public victories," and Peter Senge uses the phrase "personal mastery" for the discipline of personal growth and learning. People with high levels of personal mastery continually expand their ability to create the results in life they truly seek, according to Senge (The Fifth Discipline, Doubleday, 1990). College students, especially those studying leadership and seeking to develop servant leadership skills, can benefit from focusing academically and practically on their own developmental patterns and on creating relationships that contribute to educationally powerful environments.

LEARNING OBJECTIVES
Students will be able to:
• Identify critical developmental issues for college students

• Demonstrate knowledge and reflection on Covey’s first three of the “Seven Habits of Highly Effective People,” setting and reaching mission, vision, and goals

• Demonstrate insights into individual personalities, preferences, and areas for improvement through a Personal Leadership Development Plan exercise

Course Schedule
January 7  Emergenetics/StrengthsQuest

January 14  Introduction
Syllabus
Personal Leadership Development Plan

January 21  MLK Jr. Holiday

January 28  Covey, Read the Introduction and Part One, Paradigms and Principles, Overview
of the Seven Habits and Habit One

Journal Entry: This class is centered on self-awareness and learning as much as you can about your own personality, your leadership preferences, and where your interests are. As we begin this class, reflect on the following: How do you feel about embarking on this self-awareness journey? What do you expect to learn about yourself and how do you intend to use that information? What excites you about the prospect of this class and what makes you anxious or timid about the prospect of this class?

February 4  Covey, Read Habit Two and Habit Three
Randy Pausch video

PLDP Section 3 (MBTI): Reflect on your MBTI type. Answer the following questions based on your personal preferences:
• What are your strengths?
• What are your weaknesses/areas for growth?
• What do the results from this assessment tell you about your leadership style?

February 9  Saturday – Emergenetics Feedback Session
9:00 a.m. – 2:00 p.m.

February 11  Randy Pausch video continued

Journal Entry: Free Write

February 18  Eulogy/Legacy Exercise
PLDP Section 1: Write and bring to class your Legacy Exercise

February 25
Interview Day – You should schedule at least one of your interviews during this time to stay on top of your class assignments.

Journal Entry: Reflect on the lessons from Randy Pausch. What did you learn from his “last lecture?” What might be included in your “last lecture?”

March 4
Spring Break

March 11
StrengthsQuest Feedback

March 18
Interview Assignment Reflection

PLDP Section 2: Interview Assignment Due

March 25
Goal Setting
SMART Goals

Assignment: Read excerpt from Man’s Search for Meaning PTK, Unit 6 and The Power of Goals – PTK, Covey Unit 6
Journal Entry: Free Write

April 1
Seven Vectors - Chickering

Assignment: Read chapter on Chickering (handout)
Journal Entry: Reflect on Chickering’s Seven Vectors. After one semester of college, what are your thoughts on each of the seven vectors based specifically on your own personal experiences.

April 8
Film study

PLDP Section 3 (Emergenetics and StrengthsQuest): Reflect on the results of your Emergenetics and your StrengthsQuest feedback. Answer the following questions based on your personal preferences:
- What are your strengths?
- What are your areas for growth?
- What do the results from this assessment tell you about your leadership style?

April 15
Film study

Journal Entry: Reflect on this class over the semester. What were the readings/activities/assignments that were the most meaningful for you? What did
you learn about yourself as an individual? How will you use this information going forward?

April 22  Film study reflection

April 29  PLDP portfolio due (including all 5 sections)

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Legacy Exercise</td>
<td>10%</td>
</tr>
<tr>
<td>Assessment Results Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Interviews</td>
<td>10%</td>
</tr>
<tr>
<td>Personal Leadership Development Plan</td>
<td>40%</td>
</tr>
<tr>
<td>Journals</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
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**Legacy Exercise (Due February 18th)**

Think about the future and what you would like to accomplish in life…what do you want to remember about you? This is an opportunity to write down your legacy. That is, what is it that you wish to be said about you by the ones who admire you (with the strongest form of admiration being love)? Don’t be shy!!! Where is it that you want to go in your life? How are you going to leave your marks? You can approach this exercise either as a eulogy or as a toast from your 90th birthday party. The eulogy/toast can be as long as you want it to be. For example, we’ve had students in the past who actually wrote several in the sense of, “this is what I want my spouse to say,” “this is what I want my co-workers to say,” “this is what I want my children to say,” etc. Be creative but be very serious. You will use worksheets from the Phi Theta Kappa worksheets done on January 22nd in class.

**Assessment Results**

- **MBTI** – February 4
- **Emergenetics and StrengthsQuest** – April 8

As part of this class experience we are asking students to participate in several assessments. For each of the assessments, you are asked to write a response to what you learned from taking the assessment and hearing the results from the feedback. In a few paragraphs for each assessment, specifically tell me what the assessment results were and what the feedback was and then take what you learned and tell me what you took away from the assessment and how it will affect you going forward. Note: There will be an Emergenetics feedback session on Saturday, February 19th and each student will receive an individual packet of information for the StrengthsQuest assessment with a group feedback class. **For both of these assessments, you must attend the feedback or you will lose credit for these assignments.** Other assessments have already been given or will be given in class with in-class feedback.

**Interviews (Due March 18)**

Select three people who you respect and who will give you very honest, sincere feedback. These people should be ones with whom you have worked closely at some point in the recent past. These people can be friends, classmates, supervisors, co-workers, significant others, relatives or faculty. You will be interviewing these individuals to elicit information about your
personal strengths and weaknesses. You will receive further information on this assignment at the beginning of the semester.

**Personal Leadership Development Plan (Due April 29)**
The goal of the Personal Leadership Development Plan (PLDP) is to help you design and implement a program of leadership development that will increase your personal effectiveness, your ability to achieve your personal goals, and your understanding of how you impact and interact with others. You will receive very specific instructions for this assignment.

**Journals (See course schedule for specific assignments)**
This semester you will not have a journal due every week; instead, you will have either a journal or an assignment due each Tuesday. You will receive it back the next week. (On time and writing as described above =3 points; late= score is reduced by 1 point for each week late)

**Class Participation**
Class participation points will be awarded based on the following:
10 points – Attendance
  - 10 = no absences
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  - 8 = 2 absences
  - 7 = 3 absences
  - 5 = 4 absences
  - 3 = 5 absences

*Note: No points allotted to students who miss more than five absences as those students will be administratively withdrawn.*

**ATTENDANCE**
Regular attendance is expected. Students will be administratively withdrawn from the Seminar if they accumulate more than 5 absences during the semester.

**A.D.A. COMPLIANCE**
Students who have documented disabilities, as described by the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), may be eligible to receive accommodations to assist in programmatic and physical accessibility. We recommend that students contact Joy Norman at the Office of Disability Services in the Academic Support Center, Tucker Hall (706), 568-2330, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

**CougarNet**
CougarNet is the university’s official method of communication with its students. Official notices and announcements will be sent via e-mail and posted on the CougarNet site. Students should be checking CougarNet daily, or at least weekly, to ensure they are not missing important information.
THE SERVANT LEADER AND THE LANGUAGE OF LEADERSHIP

Lead 2705 - Fall Semester 2012
Wednesdays, 12:00 – 12:50 p.m.

Instructor: Stuart Rayfield
Office: 122 Schuster
(706) 507-8773 office
(706) 289-6836 cell
(706) 653-5600 home
e-mail: rayfield_stuart@columbusstate.edu
Office hours: anytime by appointment (I am at work most days from 8:30 – 3:00 but must leave frequently for classes and meetings on and off campus; thus, appointments are always wise, but students are welcome to drop in anytime as well.)

COURSE DESCRIPTION
LEAD 2705, the third of the eight Servant Leadership Seminars, is for students who want to explore the role of communication in leadership. Those interested in developing skills for authentic communication, in bridging the gap between style and substance, will find this course useful.

LEARNING OBJECTIVES
Students who satisfactorily complete this course will be able to:

- Understand the role of communication in articulating a vision, building a team, and empowering and delegating
- Explain the communication-based definition of leadership
- Analyze important communications of significant leaders
- Demonstrate the skills of public speaking

TEXT
Phi Theta Kappa, Leadership Development Studies,3rd Edition

Additional Readings will be provided in class.

COURSE SCHEDULE

INTRODUCTION
August 15
Explanation of syllabus and assignments
August 22
Intro to Communication – class discussion
The six people in every conversation
Read: Leadership- A Communication Perspective, Chapter 1
Communication Evaluations from Leadership Communication

Journal Assignment: Begin thinking about what your strengths and weaknesses are in communication. Give examples and reflect on why you might feel confident in some settings and not in others.

August 29
Class will not meet – work on your biography presentation

VERBAL COMMUNICATION

September 5
Communication De-railed

Journal Assignment: I hope you had a great summer…take some time to reflect on your summer and give examples of when you thought of servant leadership…what was going on or what event was taking place? If you didn’t specifically think of servant leadership, think back over your summer and give some examples of where you did or did not see servant leadership in practice. What did it look like? How did you feel?

September 12
Communication De-railed continued

September 19 Terika
Speech as a Leadership Tool - View Great Speeches
READ: “Who are you and why are you talking to me?” Handout

September 26
Speech Day

October 3 Caitlin
What are you communicating? Articulating a Vision
Lou Holtz “Do Right” speech

READ: “Developing the Leadership Message” Handout, PTK, Unit 2 p. 63

Journal Assignment: Free Write

NON-VERBAL COMMUNICATION
October 10 Shella
Non-Verbal Problem Solving

Activity: Broken Squares, Structured Experiences

Read: Chapter 7 in I Hear You, Nonverbal Communication

Journal Assignment: Using the content from Chapter 7 in I Hear You, Nonverbal Communication, write a journal that analyzes the use of:

- Body language
- Facial expressions
- Gazing and eye contact
- Vocal expression
- Posture and gestures
- Personal space

in a movie of your choice. View the movie and pick one or two scenes where you can analyze the above mentioned aspects of nonverbal communication. I encourage you to view a movie that depicts leadership so that you can relate your analysis to effective or ineffective leadership.

GIVING AND RECEIVING FEEDBACK

October 17 Shella

“I” Statements Activity

Journal Assignment: In two or three paragraphs, describe a problem/issue with another person you are dealing with right now (that you are willing to share with a classmate). Give an overall picture of the situation and any pertinent details.

October 24 Caitlin

Communicating Up – Influence

Persuade me activities

Read: Chapter 6, Leadership: A Communication Perspective (Handout)

GLOBAL COMMUNICATION

October 31 Caitlin

Global Cultural Awareness

Great Speech paper due

COMMUNICATION AND CONFLICT

November 7 Terika

Communication and Disaster

The Storm

Read: “Connecting with People Beyond Words” Handout

WRITTEN COMMUNICATION
**November 14** Terika and Shella
Written Communication – Basic etiquette
Journal: Class reflection – reflect on this class over the course of the semester. What aspects did you like/not like, what did you learn, what had the greatest impact on your understanding of Servant Leadership and communication?

**November 21**
CLASS CANCELLED – Thanksgiving Break

**November 28**
Class Wrap Up
Evaluations

**ASSESSMENT**
Great Speech Paper
30%
Biography Speech
30%
Reflective Journal
30%
Class Participation and Reflection
10%

**Great Speech Paper**
In a four page paper (minimum), take the text of a famous speech (not one we viewed in class) and analyze the content, context, and outcomes of the speech based on the readings. You will need to attach the text of the speech you chose to your paper. **Due October 31st.**

Resources for great speeches:
http://www.historyplace.com/speeches/previous.htm
http://www.americanrhetoric.com/top100speechesall.html

**Biography Speech**
**Presentation**
You will read a biography or an autobiography of a person who you consider to be a Servant Leader. When you are finished reading the biography, you will develop a powerpoint presentation and speech to be presented in class in a small group on September 26th. You will receive feedback on improvements to be made from your small group. Presentations should run no more than 5-7 minutes. During the presentation you should briefly introduce the person whom you studied and give an overview of their life/activities. **The main focus and time of your presentation however should be how you see this person as a Servant Leader.** You will need to provide specific examples from the book you read. You are limited to no longer than 7 minutes.

**Reflective Journal**
Specific instructions for each journal are listed on the course date. Journals should be approximately 1 page in length.
Class Participation
Class participation points will be awarded based on the following:
10 points – Attendance

Note: No points allotted to students who miss more than five absences as those students will be administratively withdrawn.

Class participation: (As taken from the syllabus of Stephen F. Hallam, Ph.D., University of Akron, College of Business Administration, Special Topics: Professional Development: Leadership, Spring 2007)

The primary learning methodology for this course is conversational learning where the classroom conversation is based upon the assigned readings plus the unique leadership experiences and knowledge of each of the participants. As much as possible, this classroom experience should replicate the atmosphere present when friends have a casual but informed conversation about a topic of mutual interest.

Each member of the class is expected to come to each class session ready to fully participate in conversational learning having thoroughly studied the assigned materials and eager to engage in a spirited, but respectful, conversation focused on the assigned aspect of leadership theory and practice. Each member is expected to participate at each class session, but no one should monopolize the conversation.

Differences of opinion are not only welcome, but necessary in order to facilitate maximum learning. However, harassment of any type is not allowed in class. This includes, but is not limited to, populations of disability, gender, race, religion, ethnicity, age, and sexual orientation. The conversation should be spirited, but not degrading to anyone.

He who has learned to disagree without being disagreeable has discovered the most valuable secret of a diplomat….Robert Estabrook

Your in-class discussions should demonstrate that you have studied the assigned readings for each class session and can relate your own experiences regarding leadership in a spirited conversation.

ATTENDANCE
Regular attendance is expected. Students will be administratively withdrawn from the Seminar if they accumulate more than four absences during the semester.

A.D.A. COMPLIANCE
Students who have documented disabilities, as described by the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), may be eligible to receive accommodations to assist in programmatic and physical accessibility. We recommend that students contact Joy Norman at the Office of Disability Services in the Academic Support Center, Tucker Hall (706), 568-2330, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.
Appendix C.4:
Columbus State University Program Course Syllabi

LEAD 2706 – Spring Semester 2013
Tuesdays, 2:00 – 2:50
Instructor: Stuart Rayfield
Office: 122 Schuster Center
Work: (706) 507-8773 Home: (706) 653-5600 Cell: (706) 289-6836
e-mail: rayfield_stuart@columbusstate.edu
Office hours: Anytime by appointment (I am at work most days from 9:00 – 3:00 but must leave frequently for classes and meetings on and off campus; therefore, appointments are always wise, but students are always welcome to drop in anytime as well.)

COURSE DESCRIPTION
LEAD 2706 is for students who want to explore the meanings of coercion, manipulation, and persuasion. Students examine sources of credibility, logical argument, and emotional appeal. The focus of the course is on ethical application of the exemplary practices of leadership, development of the spirit of inquiry, and development of the student's unique power to persuade through asking questions, listening, and discussing.

TEXT

LEARNING OBJECTIVES
Students who satisfactorily complete this course will be able to:

- Clarify and explain their own view of power and its relationship to leadership
- Define and engage in the five exemplary practices of leadership as put forth by Kouzes and Posner
- Lead and participate effectively in group discussions

CLASS SCHEDULE
January 8 Class cancelled

January 15 Syllabus
Review of materials
Personal Best
LPI

January 22 Personal Best Activity
Due: Personal Best Activity

January 29 Introduction to the Leadership Challenge
Assignment: Read Chapter One
Due: LPI
February 5  
Review LPI  
Assignment: Read Chapter Two

February 12  
Exemplary Practices Video  
**Due:** LPI Worksheets

February 19  
Model The Way – Essence, Sara Wood and Ashley Turner  
Group Presentation/Discussion  
Assignment: Read Chapter Three  
**Due:** Free Write Journal

February 26  
Value Cards Exercise  
Model The Way video  
**Due:** Dialogue Partner Assignment One – Personal Best

March 5  
Spring Break

March 12  
Inspire a Shared Vision – Deja Thomas and Staci Tedrick  
Group Presentation/Discussion  
Assignment: Read Chapter Four

March 19  
Challenge the Process – Malinda Shamburger and Terika Peak  
Group Presentation/Discussion  
Assignment: Read Chapter Five

March 26  
Challenge the Process  
**Due:** Dialogue Partner Assignment Two - Questions

April 2  
Ron King – FIROB  
**Due:** Free Write Journal

April 9  
Enabling Others – Anna Justice and Emily Burdett  
Group Presentation/Discussion  
Assignment: Read Chapter Six

April 16  
Enabling Others  
Conundrum Exercise

April 23  
Encouraging the Heart  
Group Presentation/Discussion  
Wrap Up  
Assignment: Read Chapter Seven and Eight  
**Due:** Dialogue Partner Assignment Three - Questions

120
ASSESSMENT

Class Presentation and Discussion 40%
Personal Best 20%
LPI 15%
Dialogue Partner Experience 10%
Class Participation 10%
Journal 5%

Class Presentation and Discussion (Due on assigned dates)
You will notice that the class is divided into five groups. Each group will be responsible for leading the class on the day assigned. See Class Schedule section of the syllabus for your date. The group will lead the discussion of the chapter and introduce the “Exemplary Practice” and commitments for that practice in class. The group will have 30 minutes for the discussion/activity.
Requirements:
- 30 minute presentation on the chapter assigned to your group that:
  - Communicates to the class the main points of the chapter
  - Integrates the chapter into everyday life by offering a personal story of at least one group member who has experienced this practice
  - Identifies points with which the group agrees (if any)
  - Identifies points with which the group does not agree (if any)
- Every group member must participate
- There must be one video that demonstrates the practice (can be a movie clip or something made by the group)
- There must be one handout to give to the class that is related to your chapter
- There must be one activity involving most of the class that demonstrates this practice

Personal Best Exercise (Due on January 22nd)
As a foundation for the class, each student will be required to recall and write on their personal best leadership experience to date. I will provide a handout for this assignment.

LPI (Due on January 29th)/LPI Feedback Forms (Due on February 12th)
You will fill out a self assessment for the Leadership Practices Inventory (LPI) and you will have two people who know you well fill out an assessment on you as well. From these you will receive a report that analyzes your behaviors. You will complete worksheets that will allow you to reflect on your feedback.

Dialogue Partner Experience (See due dates in syllabus)
This semester you are being paired with a Dialogue Partner from W.C. Bradley Co., TSYS, Synovus, or AFLAC. This experience will be grounded in The Leadership Challenge text. See questions below. At different points in the semester, you will be asked to turn in the summaries from your meetings with your dialogue partners. If you have difficulty contacting your partner, you must contact me ASAP.

- Tell me about a time when you did not succeed, how that felt and what you learned from it.
- If you had to describe your leadership style to a potential employee, what would you tell them.
- Give me some examples of staff/leadership development in your organization?
- What do you hope to be doing in 10 years?
- If money were no object, would you still be in the job you are in now? If not, what would you want to be doing?
- What makes you most proud of your job?
• Describe a time when you had make a significant change in your organization or a process and how you approached it. What was the outcome and what would you change about how you went about it looking back?
• Who has had the greatest impact on you as leader and why?
• How do you balance your work and personal life?
• What is the one thing I should know about leadership that I am probably not learning in my classes?
• Do you have a favorite book about leadership that has had an impact on you? If so, tell me about it.
• When you are hiring a new employee, what are you looking for besides competence in the field?
• Have you ever had to approach a leader in your organization to disagree or offer an alternate opinion? If so, how did you handle it?
• What is the best thing about your job? About the organization where you work?
• What is your least favorite thing about your job? About the organization where you work?
• How do you reward your team members? How does the organization reward its employees?
• If I wanted to be in your position in the future, what would I need to do now and in the future?
• What is the best leadership lesson you have learned in your career? How did you learn it?
• What are some obstacles you have faced in your career and how have you overcome them?
• What would be the top five leadership practices you would identify for effective and successful leaders?
• What have I not asked you yet that you think I need to know either about you or about leadership?

Class Participation
Class participation points will be awarded based on the following:
10 points – Attendance

Note: No points allotted to students who miss more than five absences as those students will be administratively withdrawn.

ATTENDANCE
Regular attendance is expected. More than 4 absences will automatically result in a seminar grade no higher than B. Students will be administratively withdrawn from the seminar course if they accumulate more than 5 absences during the semester.

A.D.A. COMPLIANCE
Students who have documented disabilities, as described by the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), may be eligible to receive accommodations to assist in programmatic and physical accessibility. We recommend that students contact the Office of Disability Services in the Academic Support Center, Tucker Hall, phone 568-2330.
Appendix C.5:
Columbus State University Program Course Syllabi

SERVANT LEADERSHIP IN FILM AND MOVIES
LEAD 2707 - Fall Semester 2012
Instructor: Stuart Rayfield
Office: 122 Schuster, (706) 507-8773
or leave message on voice mail at home number (706) 653-5600
e-mail: rayfield_stuart@columbusstate.edu
Office hours: anytime by appointment (I am at work everyday from 9:00-3:00 but must leave frequently for classes and meetings on and off campus; hence, appointments are always wise, but students are always welcome to drop in anytime as well.)

DESCRIPTION
LEAD 2707, the fifth of the eight Servant Leadership Seminars, is for students who want to explore lessons in leadership through the timeless art of storytelling---stories told in films. Students practice purposeful viewing of films, discuss the principles of servant leadership inherent in the content, and write papers that analyze the lessons in leadership. The focus of the course is on development of the student’s critical analysis and reflective judgment.

LEARNING OBJECTIVES
Students will be able to

- View movies purposefully
- Analyze leadership situations in terms of the servant leadership philosophy
- Exercise reflective judgment

ASSIGNMENTS
Fitting full length films into a one-semester-hour seminar will be accommodated by scheduling 2.5-hour blocks of time on Fridays and Sundays; hence, you will meet 5 times and you will view 5 films and write 4 papers.

Because of your hectic schedules, I am offering ten opportunities to view movies (you must attend a minimum of five viewings) on the following dates.

Friday, August 24 12:30 p.m. Erin Brocovich Hailey
Sunday, August 26 3:00 p.m. Simon Birch
Friday, September 14 12:30 p.m. The Mighty
Sunday, September 16 3:00 p.m. The Green Mile Cedricia

123
Friday, September 21  12:30 p.m.  Remember the Titans  Cedricia
Sunday, September 23  3:00 p.m.  Taken  Ebony

Friday, October 12  12:30 p.m.  We Are Marshall  Ebony
Sunday, October 14  3:00 p.m.  The Blind Side

Friday, November 2  12:30 p.m.  The Matrix
Sunday, November 4  3:00 p.m.  The Avengers  PAPERS

After viewing the movies, students will write a paper about three of the five films. Papers should be 2-4 typed, double-spaced pages. Papers should address pertinent themes and issues, analyze motives and behavior of characters, and/or discuss various situations from the film that relate positively or negatively to the concept of servant leadership. Students are encouraged to describe specific characteristics of a servant leader demonstrated in various scenes. **Papers are due at the next class meeting after each film was viewed.** Other papers (if you watched the last movie and/or your outside of class paper) must be turned in by Friday, November 9th. Ideas expressed in the papers will be discussed just before the paper is handed in. Additionally, each student will need to view one film on his or her own and write a paper as described above. Each student may choose the film he or she will view and write a paper. Students may get together and view a film as a group or individually. This paper will be due on November 9th.

**REFLECTIVE JOURNALS**
Students are to turn in five journals of written reflections about servant leadership and what is going on your life during the course of the semester or students can write one 7 page paper at the end of the semester on the same subject matter. The major focus is on making connections between servant leadership principles and insights from other courses, classmates, and practical experience. Journals are due when you attend your movie and the final paper is due at the last movie on November 4th.

**ASSESSMENT**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Journal</td>
<td>30%</td>
</tr>
<tr>
<td>Three papers on three of the five films (15% each)</td>
<td>45%</td>
</tr>
<tr>
<td>“On Your Own” paper</td>
<td>15%</td>
</tr>
<tr>
<td>Class attendance, participation, preparation</td>
<td>10%</td>
</tr>
</tbody>
</table>

**ATTENDANCE**
Regular attendance is expected. **You must attend 5 movies.** Students will be administratively withdrawn from the Seminar if they miss more than one movie during the semester unless special arrangements have been made due to scheduling conflicts.

**A.D.A. COMPLIANCE**
If you have a documented disability as described by the **Rehabilitation Act of 1973 (P.L. 933-112 Section 504)** and the **Americans with Disabilities Act (ADA)** and would like to request academic and/or physical accommodations, please contact Joy Norman at the **Office of Disability Services** in the Center for Academic Support and Student Retention, Tucker Hall (706) 568-2330, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.
SERVANT LEADERSHIP: A BIOGRAPHICAL APPROACH
LEAD 2708 - Spring Semester 2013
Tuesdays 12:30 – 1:20
Instructor: Stuart Rayfield
Office: 122 Schuster
(706) 507-8773 office
(706) 653-5600 home
(706) 289-6836 cell
e-mail: rayfield_stuart@columbusstate.edu
Office hours: anytime by appointment (I am at work everyday from 9:00-3:00 but must leave frequently for classes and meetings on and off campus; hence, appointments are always wise but students are always welcome to drop in anytime as well.)

DESCRIPTION

LEAD 2708, the sixth of the eight Servant Leadership Seminars, is for students who want to explore lessons in leadership through the timeless art of storytelling---stories told in biographies. Students will hear the biographies of servant leaders, discuss the principles of servant, and reflect on their own biography. The focus of the course is on development of the student’s critical analysis and reflective judgment.

Additionally, students in this class will begin planning for the Senior Project, a requirement of the senior year academic course and for completion of the program. Students will begin the planning process for creating their own senior “biography;” the legacy they will leave the program.

LEARNING OBJECTIVES

Students will be able to

- Reflect on their own biography in light of hearing other people’s biography
- Analyze leadership situations in terms of the servant leadership philosophy
- Develop a strategic plan for the senior project

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td>Review Syllabus</td>
</tr>
<tr>
<td>January 17</td>
<td>Class cancelled</td>
</tr>
<tr>
<td>January 24</td>
<td>Senior Project Meeting</td>
</tr>
</tbody>
</table>
January 31  Project Brainstorming
February 7  Jay Sparks  Dialogue Partner Assignment One Due
February 14  Meg Olive  Journal Due
February 21  Project Brainstorming
February 28  Senior Project Work  Journal Due
March 7  Spring Break – No Class
March 14  Speaker  Dialogue Partner Assignment Two Due
March 21  Julia Slater  Journal Due
March 28  Jane Nichols
April 4  Senior Project Work  Revised Eulogy/Legacy Exercise Due
April 11  Stephan Brinkman  Journal Due
April 18  Speaker  Dialogue Partner Assignment Three Due
April 25  Senior Project Presentation and Proposal Due

ASSESSMENT

Reflective Journal  25%
Revised Legacy/Eulogy Exercise  15%
Senior Project Planning  40%
Dialogue Partner Experience  10%
Class attendance, participation, preparation  10%

Reflective Journals – Due on dates listed in the course schedule. Journals should be typed and should be about one page in length.
The journals due the week after a biography presentation should be about the biographies you are listening to and your own biography. You should be answering the following questions:

- What did you learn from the biography you heard?
- How did that person’s biography shape their view of Servant Leadership?
- What specific readings and activities that you have participated in throughout your time in the program come to mind as you heard this biography?
- What personal experiences come to mind as you heard this biography?
- Are there any parallels to the life of the person in class and your own life?
- How do you expect hearing this biography and reflecting on it will shape your life going forward?
- Other comments…

The week after a senior project planning work day, your journals are free writes and can be about the project planning or whatever is important that week.

**Revised Eulogy/Legacy Exercise**

During the first half of the semester, you will listen to biography or presentation. After hearing these biographies, revisit your eulogy/legacy exercise from your freshman year and revise it, making sure that you are still adhering to your values but also changing anything that you would like. The purpose of the biography class is to gain insight into the lives of others and how they have let servant leadership shape their lives. How will it shape yours?

**Senior Project Proposal**

At the end of the semester, the class will turn in a project proposal for a final grade. Every person who intends to complete the program and participate in the Senior Project MUST be a part of the proposal. The proposal will be written and will have a presentation on the last day of class. You will receive a detailed outline of what is expected after spring break.

**Dialogue Partner Experience**

This semester you are being paired with a Faculty Dialogue Partner. This experience will be grounded in *The Leadership Challenge* text. Time will be spent in class developing questions to prompt dialogue between you and your partner. At different points in the semester, you will be asked to turn in the summaries from your meetings with your dialogue partners. **If you have difficulty contacting your partner, you must contact me ASAP.**

- Tell me about a time when you did not succeed, how that felt and what you learned from it.
- If you had to describe your leadership style to a potential employee, what would you tell them.
- Give me some examples of staff/leadership development in your organization?
- What do you hope to be doing in 10 years?
- If money were no object, would you still be in the job you are in now? If not, what would you want to be doing?
- What makes you most proud of your job?
- Describe a time when you had made a significant change in your organization or a process and how you approached it. What was the outcome and what would you change about how you went about it looking back?
- Who has had the greatest impact on you as leader and why?
• How do you balance your work and personal life?
• What is the one thing I should know about leadership that I am probably not learning?
• Do you have a favorite book about leadership that has had an impact on you? If so, tell me about it.
• When you are hiring a new employee, what are you looking for besides competence in the field?
• Have you ever had to approach a leader in your organization to disagree or offer an alternate opinion? If so, how did you handle it?
• What is the best thing about your job? About the organization where you work?
• What is your least favorite thing about your job? About the organization where you work?
• How do you reward your team members? How does the organization reward its employees?
• If I wanted to be in your position in the future, what would I need to do now and in the future?
• What is the best leadership lesson you have learned in your career? How did you learn it?
• What are some obstacles you have faced in your career and how have you overcome them?
• What would be the top five leadership practices you would identify for effective and successful leaders?
• What have I not asked you yet that you think I need to know either about you or about leadership?

Class Participation
Class participation points will be awarded based on the following:
10 points – Attendance
   10 = no absences
   8 = 1 absences
   6 = 2 absences
   4 = 3 absences
Note: No points allotted to students who miss more than three absences as those students will be administratively withdrawn.

ATTENDANCE
Regular attendance and participation will be critically important. In addition to learning in-depth information about a dozen different servant leaders, students will be involved during this seminar in discussing the senior project, making the final decision regarding the project, and initial planning of the project. Students may only miss three classes during the semester since we will not be meeting every week. Students who have a conflict with this meeting time must meet with me prior to the beginning of the semester to make plans for course completion.

A.D.A. COMPLIANCE
Students who have documented disabilities, as described by the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), may be eligible to receive accommodations to assist in programmatic and physical accessibility. We recommend that students contact Joy Norman at the Office of Disability Services in the Academic Support Center, Tucker Hall (706), 568-2330, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.
SERVANT LEADERS AS TEACHING ASSISTANTS

Fall 2012
LEAD 2709
Instructor: Stuart Rayfield
Office: 122 Schuster, (706) 507-8773
or leave message on voice mail at home number (706) 653-5600
e-mail: rayfield_stuart@columbusstate.edu
Office hours: anytime by appointment (I am at work most days from 8:00-5:00 but must leave frequently for classes and meetings; hence, appointments are always wise, but students are always welcome to drop in anytime as well.)

DESCRIPTION

LEAD 2709, the seventh of the eight Servant Leadership Seminars, is for seniors in the Servant Leadership Program. In this course, students practice servant leadership by serving as teaching assistants. The focus of the course is on mentoring while applying theoretical information studied in earlier seminars.

LEARNING OBJECTIVES

Students will be able to:

- Lead small group discussions effectively
- Mentor
- Understand the teaching/learning process from the perspective of teacher by gaining practical experience in planning, organizing, preparing, and adapting information
- Follow through on the varied responsibilities involved in teaching, including helping to assess progress of students and record keeping.

Duties include the following:

1. Meet as needed with the instructor to preview lectures and quizzes, plan the teaching assistant’s role, discuss progress of course and students, and provide feedback to instructor.
2. Take attendance of the students who are being taught
3. Act as role model and mentor—model effective servant leadership.
4. Assist, coach, problem solve, encourage, and support the students participating in the experience.
5. Administer evaluations to participants.
6. Lead groups in discussion of servant leadership concepts covered in class. Reinforce points made in class and share personal experiences and examples when appropriate. **(Students must lead a minimum of 3 class activities/discussions or 2 for the film class).**

7. Keep a reflective journal that focuses on the teaching experience as well as community service work.

8. For students doing their teaching assistant class with LEAD 1705, you must attend 7 consecutive weeks, each class period or 14 consecutive weeks one class period a week. For students doing their teaching assistant with any other LEAD class, you must attend all the classes for the entire semester.

**REFLECTIVE JOURNALS**

Students are to turn in five journals of written reflections about servant leadership and what is going on your life during the course of the semester or students can write one 7 page paper at the end of the semester on the same subject matter. The major focus is on making connections between servant leadership principles and insights from other courses, classmates, and practical experience. Journals are due on the following dates or the final paper is due at the last movie on November 16:

- August 24
- September 7
- September 28
- October 19
- November 9

**ASSESSMENT**

- Reflective Journal 25%
- Follow through with Teaching Assistant responsibilities 75%
  - Teach/Lead a minimum of three activities/discussions
  - Attend all required class periods
  - Reflect on own experiences in class when appropriate

**ATTENDANCE**

Attendance is required at all 2709 class meetings and for the student’s selected placement for teaching servant leadership. No exceptions.

**A.D.A. COMPLIANCE**

Students who have documented disabilities, as described by the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), may be eligible to receive accommodations to assist in programmatic and physical accessibility. We recommend that students contact Joy Norman at the Office of Disability Services in the Academic Support Center, Tucker Hall (706), 568-2330, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.
Appendix C.8:  
Columbus State University Program Course Syllabi

SERVANT LEADERS IN PROJECT-BASED LEARNING
LEAD 2715 – Spring Semester 2013
Instructor:  Stuart Rayfield
Office:  122 Schuster, (706) 507-8773
or leave message on voice mail at home number (706) 653-5600
e-mail: rayfield_stuart@columbusstate.edu
Office hours:  anytime by appointment  (I am at work everyday from 9 – 3 but must leave frequently
for classes and meetings; hence, appointments are always wise, but students are always
welcome to drop in anytime as well.)

DESCRIPTION
LEAD 2715, the last in the series of eight servant leadership seminars, is for seniors in the CSU
Servant Leadership Program.  Through critical thinking, problem solving, and decision-making
skills developed in previous courses, students identify problems that can be addressed through
their efforts.  In this course students carry out the chosen projects designed to benefit the campus
and/or community.  Students produce a reading list, write a proposal, develop and execute a final
plan, prepare a report, and make a presentation.

LEARNING OBJECTIVES
Students will increase competence in
• Implementation skills
• Application of knowledge
• Searching for information for project work
• Leading and facilitating collaborative problem-solving
• Managing emotional aspects of leadership
• Self-directed learning skills
• Teamwork

REFLECTIVE JOURNALS
Students in LEAD 2715 will keep journals in which they write reflections focusing on their
experiences as project-based learners.  They are expected to integrate and synthesize theoretical
and experiential learning—to raise questions, make observations, draw conclusions, ponder,
express ideas, thoughts, emotions, and musings—and through it all to seek a deeper
understanding of self, others, and the phenomenon of leading while serving.  They are to integrate
theory to practice as they reflect on their project-based learning and the end of their servant
leadership collegiate experience.

Journals are due on the following dates:
Friday, January 25th
Friday, February 15th
Friday, March 15th
Friday, March 29th
Friday, April 19th
PROJECTS

The choice of project is one of the most important factors for the PBL activity to succeed. The project work should be appropriate for the students' competence levels and should not be excessive in size, scope, or time required. Project reports, journal reflections, and presentations are produced in the process and make up a substantial part of the final evaluation. Learning in project groups happens in roughly five phases:

1. Students select a topic.
2. Students plan their project, form groups, and present plans to each other.
3. Students have weekly meetings in which they report on work done, discuss their learning, and plan the next week.
4. Students prepare a comprehensive report on the project (both content and process) and participate in a collective evaluation process.
5. Students plan and implement a culminating event where the outcome of the project is presented to an invited group representing all the stakeholders.

RATIONALE

The senior project is designed as the culminating experience of the four-year servant leadership journey. As a capstone, the senior project has many pluses. The aim of the senior project is to give students an experience in applying education to a real-world problem or need, fostering in students critical questions, a desire to seek alternatives, and a sense of civic responsibility. This project-based learning course encourages community organizations in which students have previously worked to identify a real problem that acts as the starting point for students, working in groups, to undertake community-oriented research that integrates theory and practice. Learning is thus situated in its social context and is linked to service. The work emphasizes critical and contextual thinking, written and oral communication, integration and synthesis, and interdisciplinary collaboration.

Project-based learning (PBL) at universities arose in the 1970's in Europe as part of a move toward greater democracy in universities (Von Kotze & Cooper, 2000). It is a process in which students work in groups over a number of weeks on a project that is centered around a problem or societal need. PBL upsets the long-held position that the teacher is the expert and purveyor of all knowledge, a notion that is already difficult to maintain in the information age (Shanley, 1999). In fact, some theorists indicate that PBL is taking center stage in the paradigm shift that is slowly taking place in education. The information age is changing the role of universities, which, until now, have decided what to research and what to teach society. In the new paradigm, the student studies what is interesting for him/her and asks the professor to provide the needed sources. Society tells the university to provide the graduates and the research that society needs (Lenschow, 1998). A growing body of literature supports the value of the project-based approach to learning (Albanese & Mitchell, 1993; Norman & Schmidt, 1992; Walton & Matthews, 1989).

While PBL is winning ground in industry at a faster rate than in universities, it is educationally sound (Shanley, 1999) and is pedagogically based on constructivist learning and cooperative learning principles (Lenschow, 1998). PBL builds on the underpinnings of educational philosophy and theory from Dewey, Vygotsky, and Piaget and is seen as an opportunity for students to build on what they already know, to learn across curricular lines, to build critical thinking and problem solving skills, and to build strong ties between school and community (Shanley, 1999).
Research suggests that students learn least from lectures, more from exercises, and definitely most from fellow students (Lenschow, 1998). Seeing the advantages of teamwork, students learn from other students in the team, from the project work, from their advisers, from practice, from references in the library and the Internet. It moves the boundaries of education beyond school walls. The experience allows them to learn in an action-oriented, socially relevant manner while at the same time gaining academic recognition and credit (Van Kotze & Cooper, 2000). In PBL, the students, in teams, find their way to knowledge and skill in a learning environment that encourages initiative and creativeness. The work gives students opportunities to develop competence and confidence. Lenschow (1998) sees PBL as an avenue to better learning and greater competence when competence is defined in terms of attitude, ability, knowledge, and skill. The freedom to act and create causes most students to be positive about PBL and more motivated than in traditional classes (Lenschow, 1998).

Sustained independent study coupled with collaborative work gives students opportunities to develop competence and confidence. The experience is designed to be more than an additional set of requirements in the final year of college. It is intended to assist students in making better life choices and in making the transition to the world beyond college. Such an experience is regarded by employers as excellent practice for future employment (Gardner & Van der Veer, 1998).

Indicators suggest that today’s college students are becoming socially engaged and that students now tend to focus their efforts on the local neighborhood. One University of Colorado student stated, “I can’t do anything about the theft of nuclear-grade weapon materials from Azerbaijan, but I can help clean up the local pond, work at the community homeless shelter, and tutor poor kids in my neighborhood” (Gardner & Van der Veer, 1998, 58). Almost two-thirds of college students (64 percent) are now involved in community service and five out of eight want a career that will make a meaningful social contribution (Gardner & Van der Veer, 1998). While they demonstrate a growing social consciousness, they also want to do well financially. “They do not want to be Donald Trump, but the thought of being Mother Teresa is not all that appealing either,” according to researchers in the field (Gardner & Van der Veer, 1998). Experiences, therefore, that address societal problems while also increasing students’ marketable skills are desirable.

In keeping with suggestions in the literature (Gardner & Van der Veer, 1998), this senior experience will seek to respond to the following needs:

1. Synthesis – experiences designed to pull together the four years of college.
2. Breadth – efforts focused on taking students beyond the increasing specialization of the major
3. Application – efforts which use students’ expert knowledge to examine a specific issue and produce a tangible product
4. Transition – experiences that prepare students to move from college to the world beyond
5. Significance – opportunities to make a positive difference

References


Assessment will focus on both process and product and will include self-assessment, peer-assessment, and instructor assessment.

Reflective Journal  25%
Final Paper  25%
(Five page reflection on the senior project DUE: April 30th)
Follow through with project-based learning responsibilities listed below:  50%
- weekly meetings
- group and individual tasks
- timely reports
- final presentation

Assessment criteria will include the following questions:
- Was I regularly available to my group for planning and implementing?
- Did I share leadership responsibilities in analyzing and solving problems?
- Did I take initiative?
- Was I consistent in following through with my tasks in a timely manner?
- Did I strive to facilitate clear communication?
- How did I manage my own time and energy resources?
- What emotional aspects became intertwined in the group work?
- How did I manage those emotional aspects?
- Did I seek consistently to model servant leadership principles?
- Did I do my part with the final presentation?
- Did I do my part in planning and executing the culminating event?

Attendance
Regular attendance is expected and necessary. Students will be administratively withdrawn from the Seminar if they accumulate more than three absences during the semester.

A.D.A. Compliance
Students who have documented disabilities, as described by the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (ADA), may be eligible to receive accommodations to assist in programmatic and physical accessibility. We recommend that students contact the Office of Disability Services in the Academic Support Center, Tucker, Hall, phone 568-2330.
Appendix D.1:
Gusties in Ongoing Leadership Development Certificate Program (G.O.L.D.)

GUSTIES IN ONGOING LEADERSHIP DEVELOPMENT PROGRAM

The **VISION** of **G.O.L.D.** is to collaboratively serve as the cornerstone for leadership development for all Gustavus students. The program aims to foster deep understanding of leadership principles and practices and empower students to live as authentic leaders.

**G.O.L.D.** provides an experience-based leadership opportunity that is rooted in Gustavus’s five core values;

**EXCELLENCE**

First among the College’s shared values is a commitment to high quality and excellence in all that we do. Commitment to excellence calls on all of us to achieve to the very best of our capabilities and exceed our own expectations. Our distinctive heritage demands nothing less than excellence.

**SERVICE**

The College highly values service as an objective of life and education. We embrace the notion that authentic leadership expresses itself in service—the classical ideal of a truly liberating education. Education frees us to serve God and humanity to the best of our abilities.

**FAITH**

Conviction that religious faith enriches and completes learning is the foundation of community, ethics, and service. We are compelled to excel in a divinely ordered world. Without expecting conformity, we encourage an honest exploration of religious faith and seek to foster a mature understanding of the Christian faith.

**COMMUNITY**

Gustavus has always prized community. Civility, mutual respect, cooperation, shared governance, and a pervasive sense of concern for every member of the Gustavus community are hallmarks of the College. Freedom to express a broad range of ideas is central to our sense of community.

**JUSTICE**

Our Swedish and Lutheran heritage lead us to hold up justice as a primary institutional value. We strive to be a just community in all of our actions and to educate our students for morally responsible lives. “Education for the common good” is our objective, and integrity must be one of our defining characteristics.
GUSTIES IN ONGOING LEADERSHIP

DEVELOPMENT LEADERSHIP

All leadership certificate options will be offered each semester.

G.O.L.D. LEARNING OUTCOMES

Students completing the G.O.L.D. Program will be able to understand and demonstrate leadership theory through the articulation and application of leadership principles and practices, specifically:

- Assertively employ critical thinking in problem-solving by influencing others through writing, speaking, or artistic expression.
- Exhibit the ability to function interdependently by showing self-respect and respect for others, listening to the concerns of others, seeking feedback from others, and involving those with differences from oneself.
- Acknowledge personal skills, abilities, and limitations as well as articulate those qualities that enhance one’s role as a democratic leader with principles.
- Articulate leadership philosophy through writing, speaking, and reflecting.
- Initiate actions toward goal achievement and overcome obstacles that impede progress.
- Understand one’s own identity and culture and articulate the advantages and challenges of a diverse society.
- Understand, abide by, and participate in the development, maintenance, and/or orderly change of community, social, and legal standards or norms.

G.O.L.D. KICKOFF KEYNOTES

Alumni Hall | 7:00–8:30 p.m.

The G.O.L.D. Program invites all members of campus to attend these three keynote presentations. Each will focus on a different aspect of leadership.

September 13 | Strength Based Leadership  September 19 | Citizenship  September 26th | Choosing your Leadership Style and Path.

GET INVOLVED IN G.O.L.D.

ATTEND A CLASS
G.O.L.D. classes are free and open to the entire campus community—students and staff. We ask that you are registered for the certificate level of your interest following the three kickoff keynotes each semester or at the first class offering. You may do so by e-mailing gold@gustavus.edu or signing up at the Information Desk.

**CHOOSING YOUR LEADERSHIP CERTIFICATE**

This is easy! Choose the Leadership Certificate which you are most interested. See full descriptions of each leadership certificate option on pages 6–11.

**CLASS SCHEDULES**

G.O.L.D. classes are scheduled on Friday afternoons from 2:30 to 4:00 p.m. Fall semester classes will run from the end of September to the beginning of December and spring semester classes will be offered March through May.

**ATTENDANCE ROLL-OVER**

ALL G.O.L.D. classes will transfer from year to year as long as the participant is a Gustie.

**CERTIFICATE PROGRESS**

Individuals can check their own progress by visiting gustavus.edu/sao/gold and clicking on the G.O.L.D. attendance register spreadsheet, or you can use the tracking spreadsheet on page 12 of this booklet.

**NEED-TO-KNOW INFORMATION**

**EARNING A CERTIFICATE**

Attend at least 7 classes within each certificate option. Each option will include 8–10 classes as well as opportunities for reflection and a capstone overview.

**G.O.L.D. CLASS TEACHERS**

G.O.L.D. classes are taught by administrators and faculty from the Gustavus community. The expertise they lend to the program allows participants to learn and apply valuable skills and enables them to grow in their leadership.

Questions can be sent to the G.O.L.D. leadership coordinator at gold@gustavus.edu.

**SCHOLARSHIPS**

Scholarships available to students with financial needs. For more information, e-mail ajunso@gustavus.edu.
SELF-LEADERSHIP CERTIFICATE

The Self-Leadership Certificate* will provide you with the opportunity to better understand the fundamental elements of leadership as well as enhance understanding of yourself. These classes will allow participants to gain motivation for continued leadership development as well as assist you in clarifying personal learning outcomes you are interested in achieving. The Self-Leadership Certificate will be awarded upon completion of seven of the following classes. *Please note that, due to the cost of assessments, there is a $30* charge for this leadership certificate.

1. **The Five Practices of Exemplary Leaders & Student Leadership Practices Inventory** This session, based off the Kouzes & Posner book *The Student Leadership Challenge* (2008) is about how student leaders mobilize others to want to get extraordinary things done in organizations. It’s about leadership that creates the climate in which challenging opportunities are transformed into remarkable successes. All participants will begin by taking the Student Leadership Practices Inventory (SLPI) and spend the rest of the session interpreting and applying their personal results.

2. **Strengths Quest** If you spend your life trying to be good at everything, you will never be great at anything. To help you learn about your natural strengths as a leader, you will have the opportunity to take the Gallup’s Clifton StrengthsFinder leadership assessment. A great number of talents naturally exist within you, and each of them is very specific. This class will help you examine your strengths in order for you to move forward and reach your maximum potential. We will look at the four domains of leadership based on your strengths and how your strengths can be maximized.

3. **The Value of Difference** As well as individual differences, self-leadership may interact with a number of personal factors including age, gender, sexual orientation, and culture. The Intercultural Development Inventory measures how a person or a group of people tends to think and feel about cultural difference stemming from any aspect of diversity, human identity, and cultural difference. IDI assesses the core mind set regarding diversity and cultural difference.

4. **Values Based Leadership** People expect leaders to speak out on matters of values and conscience. To earn and sustain personal credibility, you must be able to clearly articulate your deeply held beliefs. This class is intended to assist you in articulating your deeply held beliefs and to clarify your values.

- **DiSC** DiSC® is a personal assessment tool used to improve work productivity, teamwork, and communication. DiSC is non-judgmental and helps people discuss their behavioral differences. DiSC profiles help you increase your self-knowledge, learn how to adapt your own style to get along better with others, foster constructive and creative group interactions, facilitate better teamwork and minimize team conflict, develop stronger sales skills by identifying and responding to customer
styles, and manage more effectively by understanding the dispositions and priorities of employees and team members.

- **Personal Branding** Personal branding is your professional image online, in print, and in person. It is a way to highlight your unique contributions that differentiate you from everyone else. Your personal brand is how you show up in the world and how others remember you. In this class you will learn how to take the information that already exists about you and make sure it is professional, consistent and authentic. Being consistent helps you build a positive reputation over time. Being authentic helps you develop into a strong leader.

- **Personal Strategies and Goals** *If you don’t have a destination, you’ll never get there.* One way to find direction in self-leadership is through the setting of personal goals. This class will detail the process of setting effective and achievable goals.

- **Well-Being Assessment** The Be U coaching approach is grounded in the belief that we make the most meaningful, sustainable choices, and changes in an environment of curiosity, creativity, and hope in what’s possible for self, others, and community. Throughout this peer lead session you will create your personal vision of wellbeing and establish an authentic self-expression that reflects your values.

- **Myers-Briggs Type Indicator** The Myers-Briggs Type Indicator (MBTI) is one of the most popular and widely used means of assessing and understanding personality differences. This tool will help you understand how you perceive your environment, make decisions, and process information. In its true essence, leadership development is in fact self-assessment. The MBTI will provide you with clarity and insight into your idiosyncrasies and leadership style in order to more effectively lead.

10. **Capstone Class** This class will serve as a synthesis of the self-assessment tools provided in this track. You will summarize your results and explore ways to apply your new self-awareness. In addition there will be the opportunity for case study application.

*Scholarships available to students with financial needs.

**SERVANT LEADERSHIP CERTIFICATE**

The Servant Leadership Certificate will introduce you to and help you dive more deeply into your own personal understanding and application of the principles and practices of servant leadership.

Servant leadership is the ability to discover one’s self, a desire to serve others, and a commitment to lead. Servant leaders continually strive to be trustworthy, self-aware, humble, caring, visionary, empowering, relational, skilled in communication, compassionate as collaborators, competent, good stewards, community builders, and ethical in exercising moral authority.
The Servant Leadership Certificate will be awarded upon the completion of seven of the following classes:

1. **Introduction to Servant Leadership** This course will provide an introduction to the principles and practices of servant leaders and will allow students the space to examine for themselves what they intend to gain from their experience in GOLD.

2. **The Art of Listening** The importance of listening, to our inner voices as well as to others, is paramount to good leadership. This course will provide models and considerations to listen deeply to oneself and to others.

3. **Leadership Awareness** Leadership requires keen awareness of ourselves, others, and the world around us. This course will examine the importance of awareness and how to apply that learning to the context of the world.

4. **Caring Leadership** Leading with a servant’s heart implies a strong connection to compassion for the well-being and care for others. In this course, we will examine the servant leadership characteristics of healing and empathy.

5. **Visionary Leadership** The ability to generate and carry out a vision is paramount to being a leader. Creating and implementing a vision involves the ability to see the future and to garner support that brings the vision to life. In this course we will examine the characteristics of conceptualization, foresight, and persuasion.

6. **Community Leadership** Servant Leaders are concerned with building a strong sense of community and the growth of those they serve and lead. This class will examine leadership practices that provide the framework for strong communities.

7. **Stewardship** Stewardship is defined as “holding something in the trust of another.” This course will explore our collective role as leaders and how we choose to be stewards to the broader world in which we live.

8. **Capstone Class** This class will serve as a synthesis of the conversation, activities, and learning that has taken place throughout our time together. This includes the opportunity to identify areas to apply your learning as well as the opportunity to participate in a case study experience.

**EXEMPLARY LEADERSHIP CERTIFICATE**

The Exemplary Leadership Certificate* will mobilize students to achieve extraordinary things. Students will transform their values into actions, visions into realities, obstacles into innovations, and risks into rewards.

The Exemplary Leadership Certificate will be awarded upon completion of seven of the following classes. *Please note that the introduction to this certificate is required!"
1. **Leadership Challenge (Introduction)** Leadership is not about personality; it is about behaviors. This class will provide the structure and framework to assist you in clarifying your values that will guide your actions as a leader, vision to engage others, and skills to develop your leadership abilities. The class will conclude with the Student Leadership Practices Inventory.

2. **Model the Way** Leaders model the way. To effectively model the behaviors leaders should expect from others, a leader must first be clear about his or her guiding principles and values. Through a values clarification exercise this class will assist you in demonstrating the values you are deeply committed to as a leader so that you are able to set the example through your daily actions.

3. **Inspire a Shared Vision** Inspiring others to envision their success and giving them an image of what that would look like injects drive and determination into those around you. Leaders have to enlist others in a common vision and breathe life into their hopes and dreams to enable them to see possibilities that the future holds. This class will assist you in illustrating your vision for you and others in the foreseeable future.

4. **Challenge the Process** The work of leaders is change. Those who lead to greatness seek and accept challenge. This class will focus on maximizing opportunities to innovate, grow, and improve.

5. **Enabling Others to Act** Grand dreams don’t become significant realities through the action of a single person. They require a team. They require group collaboration and individual accountability. This class will facilitate the process of fostering collaboration and building trust. Through these relationships leaders will turn constituents into leaders themselves.

6. **Encourage the Heart** Leaders build a strong sense of collective identity and community spirit that can carry a group through turbulent and difficult moments. This class will focus on recognizing contributions and celebrating accomplishments. You will be provided with specific tactics and immediate strategies to encourage your constituents.

7. **Privilege in Leadership** The purpose of this class is to encourage people, specifically white people, to investigate your sense of self from a racial point of view in order to create more effective relationships within your leadership roles. The first step to acknowledging privilege within leadership is to become a “witness to our whiteness.”

8. **Leadership for All** Leadership is not about position or rank; it is about a process that can be understood, grasped, and learned. This final class will focus on leadership as a fundamental practice within self-development. Leaders within this certificate option will be asked to reflect and formulate their convictions to the Leadership Challenge.

**Appendix E.1:**
Foundations of Leadership Foundations of Leadership, Spring-Summer 2014

Instructor:
Reginald R. Mebane, Adjunct Faculty
Rmebane@bellsouth.net
Cell: 716.861.4711
Office: Room 257, Student Services Building (Flag Building) Class Time: Tuesday – Thursday, 8:05am- 9:25am Class Location: Brittain Room
Office Hours: Upon request.

Course Description and Learning Objectives
In this course students will become familiar with different ways of exercising leadership, their own strengths and weaknesses, and how they can best work with others in a leadership context. They will learn and apply leadership skills in a hands-on practical way that encourages them to challenge their own beliefs and assumptions about what constitutes leadership. This course offers a comprehensive review of contemporary issues and perspectives on leadership, including multidisciplinary and systems-oriented approaches as well as classic theory, moving to the examination of evolving contemporary beliefs. The emphasis is on application of concepts in actual leadership settings and situations. Topics include development of leadership theories, personal assessment and development, values and ethics, motivation, power, followership, group dynamics, multiculturalism in leadership, conflict resolution, performance excellence, and the change process. Through a process of readings, self-discovery, group observations, and case studies, the student will identify, observe, analyze, and apply new leadership behaviors. This course is based on the premise that each student will face a variety of leadership challenges in life. How these challenges are met, whether as a formal leader or a member of a team, can have a significant impact on an organization and on one's career. Learning more about leadership will help every student meet their leadership challenges.

The methodology followed by this course will be one of knowledge acquisition, practice, and reflection. The learning objectives are to give you insights into leadership theory and how it applies in real world contexts. Specifically, you will improve and address your skills in key areas of leadership, including change and innovation, reflection, collaboration, communication, conflict, and multi-cultural awareness.

Materials
The Student Leadership Challenge: Five Practices of Exemplary Leaders
Author: James M. Kouzes and Barry Z. Posner
Publisher: Jossey-Bass
Edition: First
ISBN: 978-0-470-17705-1
Leadership: Theory and Practice
Author: Peter G. Northouse
Publisher: SAGE
Assignments

1. Weekly exercises / homework / leadership reflections / case studies / participation:
   Students will complete a one to two page leadership reflection each week (12 point font, double-spaced, 1 inch margins) in which they critically reflect on some aspect of leadership that they have seen or participated in. The reflection could identify an aspect of the material we are covering for the week and/or a significant learning point the student has experienced. Reflection one-pagers will be turned in by the beginning of class each Tuesday, unless otherwise noted. Students should come to class prepared to discuss their reflection papers each Tuesday. One or two students will be asked each Tuesday to review their reflection.

   Assignments must be typed and turned in to the instructor on time. Class participation and discussion will be expected on all assignments, exercises, and topics as they are outlined in this syllabus.

   This course makes use of case studies to reinforce leadership theory and principles. The intent of the case method is to allow the student to compare theory to actual situations, and thus internalize the lessons of the case. In general; case studies will be limited to one per week. Students will be expected to read and prepare for each case assigned. The instructor will make specific assignments for each case during the semester.

   Reflection essays, simulations, case study discussion, and other participation will count for 20% of the grade for this class.

2. Critical Essay:
   Examine a famous leader applying concepts and theories explored in this course. Follow this outline: a.) Open your essay with an opening paragraph describing the leader and summarizing the leadership theory that you will be addressing. (Keep the background information very brief. This is not a biographical sketch.) b.) Name three specific leadership skills, three specific leadership behaviors and three specific leadership traits of this leader. c.) Name the leadership skill, leadership behavior and leadership trait that you think best explains the success of this leader, and explain why. d.) apply this leader's approach or style to one of the leadership theories discussed in this course. e.) Explain why this leadership style or approach has been successful for this leader and make logical arguments supporting your case. f.) Write a summarizing paragraph. Cite at least one direct quote from the Northouse textbook and one from the Kouzes textbook (include citation with page number). Direct quotes should be short (no more than one sentence) and should be noted with quotation marks. Include at least one chart or table — one that was created by you (the student) — in this Critical Essay. Paper must be typed, double-spaced, 12-point font, 6-7 pages. (Page count does not include title page or reference list.) Use the description of this assignment to create an outline for this paper. Include an introductory and concluding paragraph. Submit your paper to the instructor by attaching
your paper to an email by June 29, 2010. This Critical Essay will count for 25% of the course grade.

3. Comprehensive Exam:
The course will include a Comprehensive Examination. This exam will cover material presented in the two textbooks. It will test the students' understanding of the theoretical aspects of leadership and their ability to apply these theories in practical situations. This Comprehensive Exam will be worth 20% of the students' final grade.

4. Shackleton Case Study:
Instructions for this assignment will be given in class. It is worth 20% of your final grade.

5. Group Project:
Each group will be responsible for developing, designing, and presenting a leadership workshop. Each group will select a topic or skill that they wish to instruct the class in and will run the workshop during one of the class periods. Topic selections will be made by the end of the sixth week of classes. The workshop should take a minimum of 20 minutes to complete, with time for critique and de-brief after the workshop. The workshop should follow the same format as the methodology for the class (theory, experience, reflection/feedback), although the order may be different depending on the intent of the workshop. Each group can use the medium of their choice to communicate the content and deliver the learning outcomes.

A suggested format for the workshop includes:
   Subject
   Why Important
   Key Learning Objectives
   Exercise or Learning Opportunity
   De-brief and Reflection
   Implications for Leadership

All workshops should be self-contained and not require any outside reading by the rest of the class. They should be of a format that allows them to start and finish within the timeframe of one class period, and they must take place in the classroom. Groups will provide the instructor with a 3-4 page paper citing the importance of this topic to leadership, why it was chosen, what real-world problems it could likely address, and how you might go about introducing this concept or technique in a large organization.

The importance of participation in this group assignment cannot be over-stated. This interaction provides the basis for several assessments and learning opportunities about teamwork and collaboration that are not replicated elsewhere in the course. These classroom workshops will be scheduled during the semester. The instructor and TA will be available for coaching each team regarding their presentation. The workshop is worth 15% of your final grade.

The grading criteria for this course will be as follows:

Grading Criteria
Participation 20%
Critical Essay 25%
Comprehensive Exam 20%
Shackleton Case Study 20%
Group Project 15%
Class participation will be evaluated upon the basis of class attendance, informed discussion, evidence of preparation for class, reflection essays, and active participation in class activities. Participation points cannot be earned when absent from class.

Course Schedule
Note: Readings are to be completed prior to each class. In order to participate in the classroom discussions, it is critical that you keep up with the readings.

Week 1
Topics: Course syllabus and requirements, what is Leadership? Management vs. Leadership, Power and leadership, writing for assignments, preparing to lead class discussion
Required Reading: Chapter 1 in Northouse (pages 1-17) Chapter 1-2 in Kouzes (pages 1-26)

Week 2
Topics: Leadership traits, Leadership skills, Leadership styles / behaviors
Required Reading: Chapters 2, 3 in Northouse (pages 19-73) Chapter 3 in Kouzes (Pages 27-47)

Week 3
Topics: Transformational Leadership
Required Reading: Chapter 9, Northouse (pages 185-217) Chapter 4, Kouzes (pages 49-71)

Week 4 – 5
Topics: Situational leadership, Fiedler's Contingency Model, Path-Goal Theory, Leader-Member Exchange.
Required Reading: Chapters 5, 6, 7 and 8 in Northouse (pages 99-184) Chapter 5, Kouzes (pages 73-94)

Week 6 - 8
Topics: Teams, Collaboration
Required Reading: Chapter 11-12, Northouse (pages 253-318) Chapters 6-7, Kouzes (pages 95-139)

Weeks 8 - 10
Topics — Global and Multi-Cultural Leadership
Required Reading: Chapter 15, Northouse (pages 383-422) Other reading as assigned / Case Study, TBD
Week 11
Topics: Authentic Leadership, Servant Leadership, Ethical Leadership
Required Reading:  Chapter 10 and 16, Northouse (pages 219-251 and 423- 451) Case Study, TBD

Week 12

Week 13 - 14
• Students will conduct leadership workshops; receive critiques, and feedback on efforts.
  11:30am - 2:20pm
• Final Exam

Course Policies
Because it is an introductory course that lays the foundation for Leadership Studies, it is essential that students make the weekly readings a priority of this course. It is only through reading the course material that a student will be able to fully participate in class discussions. All students are expected to be in class, prepared to engage in meaningful dialogue, and willing to contribute to the overall success of the course. Active participation in class discussions is a major priority for this introductory course.

Failure to attend class will result in loss of participation points for that week. Participation points will be based on preparedness and participation in weekly class activities and discussions. It is impossible to gain participation points for classes missed, because it is impossible to participate in class discussions if the student is absent from class.

The instructor will notify the student if there appears to be evidence that obligations to follow class policies and to complete course requirements are not being fulfilled. In return, the instructor requests that student make a concerted effort to explain and justify any individual problems, abnormalities, and unusual circumstances that may be roadblocks to success in this course. Together we can work to develop an understanding and reach an agreement to accommodate all parties involved.

If you have any physical or learning disabilities that require special assistance, you need to get documentation from the Access Disabled Assistance Program for Tech Students (ADAPT). ADAPT can be contacted at (404) 894-2564 or 210 Smithgall Student Services Building. I will be happy to work with you and accommodate as appropriate your learning needs upon receiving your documentation.

Class Attendance Policy
The discussion and analysis of leadership that will occur in this class can only take place if the students are actively engaged and fully participating in class. It is hoped that the students will be able to clear their schedules and make it a priority to attend all classes.
However, should you be required to miss class due to an emergency obligation or illness, please contact the instructor (at the previous class or by email) as early as possible so that alternative arrangements can be made. Missing more than 4 class periods in this 11-week course will normally require the student to drop the course and take it at another time.

**Written Assignment Policy**
Papers in this class should use 12-point, Times New Roman font, one-inch margins, double spacing, and page numbers at bottom of each page. Papers should use an explicit outline based on the description of the assignment in this syllabus and in-class instructions. Reference lists (required) and title pages (optional) do not count toward page count. Quotes in written assignments should include authors' name(s) and year of publication (in parenthesis), but not the titles of articles or name of publication within the text of the paper (those go into the reference list). Direct quotes should be noted with quotation marks and should be short and to the point. Indirect quotes or paraphrasing ideas of authors is encouraged but should be noted by referencing the author's name and year of publication of the source (in parenthesis) somewhere in the beginning, middle or end of the sentence. Reference lists should be included at the end of each written assignment.

**Late Assignment Policy**
Unless other arrangements have been made in advance, the student is expected to submit their assignments when due. Papers that arrive late will receive a penalty of one letter grade per week until the paper is submitted.

**Grading Papers**
The instructor for this course will endeavor to finish grading each paper by the next class session and will return papers to the students with grades to provide quick feedback to the students. Note: Papers that are submitted late might not receive the same quick treatment.

**Email Policy: Please use "PUBP 4140" in the subject line.**
Email messages sent to the instructor are encouraged but should not necessarily be considered a reliable means of instant communication for important messages. The sending of an email message to the instructor, unless it receives a response from the instructor, cannot be assumed to have reached the instructor. The instructor will respond (as soon as the message is opened) to any email messages received from students to confirm that the message has indeed been received. If the student sends a message and does not receive a response within 2-3 days, the student should assume that the message was not received and the student should attempt another means of communication, such as calling the instructor, or wait until the next class to convey the message. Students should always use PUBP 4140 as the subject line for email messages sent to this instructor about class business.

**Plagiarism Policy**
"Plagiarism" involves submitting work prepared outside of class that is not entirely the student's own, such as papers, reports and oral presentations that use direct quotes from other authors without proper citation of those authors. Plagiarism is not tolerated and penalties for plagiarism are severe.
In this class, you must fully comply with the requirements of the Academic Honor Code. If you have any questions about academic misconduct or the Academic Honor Code, please review www.deanofstidents.gatech.edu/integrity/policies/honor_code.php.

Academic misconduct includes but is not limited to the following:

The class values academic discussion and recognition of contributions made by authors and researchers in the field of leadership studies. It is considered a complement to an author to recognize their contributions to management studies by either paraphrasing (putting their ideas into your words) or using direct quotes (using their words to express their ideas, within quotation marks). Whether the ideas are paraphrased or directly quoted, it should be clear to the reader of an paper which ideas are the students and which belong to the cited authors.

To facilitate the process of citing references in an organised and consistent way, and to reduce the risk of unintentional plagiarism, the instructor will present a simplified version of the APA format for use in writing papers in this course.

**Flexibility**

The schedule described in this syllabus is subject to change. The instructor will work with the students to finalize weekly assignments in advance of each class period.

**Questions for Leadership Reflection and Dialogue**

1. Is leadership a specialized role within an office, department, team or other group, OR is it a shared influence process that occurs naturally within a social system and is diffused within any members?
2. Is leadership more of a cognitive, rational process OR do the emotional and value-based aspects of leadership account for more of the influence process of leadership?
3. Should all good managers be good leaders OR are these two roles incompatible with one another?
4. Is the effectiveness of the leader measured more by the effectiveness of the group OR is it more connected to the advancement of the leader?
5. Pick any one of the following approaches and argue that it is more useful in defining, describing and explaining leadership than the other approaches: trait, behavior, power, situational, OR contingency approach.
6. Pick any one of these levels of conceptualizing leadership and argue that it is the most important and useful for defining, describing and explaining leadership: intra-individual, dyadic, group, OR organizational.
7. Does a universal theory of leadership exist that applies to all leadership situations OR do some aspects of leadership apply to some situations but not to others?
8. Should leadership decisions be made in more of a top-down formal process OR should decisions be based on a bottom-up political process?
9. Does leadership style remain fixed for leaders OR do the effective leaders change their leadership approach depending on the situation?
10. Is it more important for the leader to focus on building friendly, supportive and consultative relationships with their followers OR is it more important for the leader to initiate organizational structure, maintain standards of performance, and insure that followers are following policies and procedures?

11. Which is more important to leader: the relationship with the followers OR getting the job (task) done?

12. Are certain leadership traits optimal for all situations OR do different situations require different attributes?

13. Pick one of the two orientations — task OR relationship — and argue that it is the most important orientation for leaders.

14. The most important measure of a leader is the performance of the followers OR leaders are most effective when their followers are satisfied?

15. Which of these three elements of leadership is most important: goal achievement, smooth internal processes OR external adaptability?

16. Leadership approaches should OR should not vary according to the ethnic culture of the followers?

17. Pick one of Hofstede's five cultural dimensions and argue that it explains the most important cultural distinction between the USA and most other countries around the world.

18. Which is most important for organizational effectiveness: that the organization has transactional OR transformational leadership?

19. The leader is the most important factor in determining the outcome of the groups performance OR the followers are more likely to determine the outcome of the group's performance.

20. The most important leadership trait is integrity OR competence?

21. Women tend to have a distinct leadership style, with more attention on the relationship, OR once women rise to the level of senior leadership, they take on more qualities of men?

Appendix E.2:
Georgia Institute of Technology Syllabi
Servant Leadership, Values and Systems MGT 4193  Spring 2014

Robert N. Thomas, Ph.D.  Office: Institute for Leadership and Entrepreneurship Suite 4153; SCB 4th Floor Phone: 404-894-9473  Email: robert.thomas@ile.gatech.edu

Course Overview

The philosophy of Robert K. Greenleaf outlined in his essays on servant leadership can be beneficial to students as they embark upon their career and future leadership roles. The concept of servant leadership is often misunderstood and discounted as a viable leadership model for the corporate world. However, Greenleaf emphasized the critical nature of institutions and described himself as a student of organizations. Servant leadership is defined as a philosophy of life and leadership dedicated to the growth of others and committed to building values-driven institutions that contribute to just, caring, and sustainable societies. Greenleaf placed emphasis on the role of values, personal introspection, and the ability of the servant leader to understand the environment in which they operate. He was also concerned with the methods used to achieve objectives. This course will explore both the individual and organizational perspectives of servant leadership.

The course has been designed to enhance students’ awareness of their values and the ways in which those values are reflected in their decisions and actions. We will explore the gap and tension between stated individual and organizational values and those that drive behavior. Students will gain a better understanding of the systems in which they operate, and learn how to identify points of leverage to affect change. Contemporary concepts of integrating values and system-level thinking will be studied, providing the student with knowledge that may influence their leadership philosophy, style, and strategy.

The following concepts are vital to the development of effective leaders and therefore will be integrated into this course: Leaders must know how to effectively deal with ambiguity and uncertainty.

Individual and group performance is highly valued by the institutions of society, therefore a good leader must be able to excel alone and as part of a team. Leaders must possess the ability and discipline to investigate new sources of knowledge; recognize shifts in the current environment and adapt to address these challenges and opportunities.

Leaders should have the ability to reflect and learn from their previous experiences. Leaders should be able to convey and share their previous experiences in such a way that others might gain valuable knowledge and insight from them.

Learning Objectives
This course seeks to expand students’ abilities to:

- Understand the concept of servant leadership as articulated by Robert Greenleaf and how to apply these to their personal and professional lives
- Identify their personal values
- Explore how to reflect those values in their actions and behaviors
- Recognize the gap and tension between stated values and actions
- Understand the implications of current actions and decisions on future abilities to exercise influence
- Think systemically
- Work with others to create effective learning environments
- Share insights, new knowledge, and understanding with others in the class
- Develop a personal philosophy for achieving selected life goals and building meaningful relationships
- Develop Moral Courage

Office Hours

Monday, Tuesday, Wednesday from 11:00 AM – 12:00 Noon and 3:00PM – 5:00 PM, or by appointment. Please do not hesitate to e-mail or call, either to make an appointment or to leave a message. Students are welcome and encouraged to make appointments to discuss issues related to the class, as well as other matters of importance to them. I am available for consultation or conversation through direct e-mail.

Required Readings Books:


**Articles and Cases** - (https://cb.hbsp.harvard.edu/cbmp/access/2340319)


- *The Story of K2 and the Brotherhood of the Rope*, James G. Clawson & Gerry Yemen, Darden School of Business, August 22, 2009, (#UV3278-PDF-ENG)


• *Courage as a Skill*, Kathleen K. Reardon, Harvard Business Review, January 2007, (Reprint R0701E)


• *How will you Measure Your Life*, Clayton Christensen, Harvard Business Review, July-August 2010, (Reprint R1007B)

The cases and articles for this course are available for purchase from Harvard Business School Publishing (https://cb.hbsp.harvard.edu/cbmp/access/23404319)

*Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness* is available at the GT bookstore, www.greenleaf.org and www.amazon.com

Additional materials may be handed out in class or available on T-Square.

**Written Assignments**

There will be several written assignments for this course:

- Essay on servant leadership
- Essay on values, trust and courage
- Poster Session on system thinking
- Discussion outlines on selected readings
- A final essay intended to capture the student’s understanding of the concepts of this course as well as their goals and aspirations in terms of leadership, values and relationships

**Small Group/Team Activities**

Students will work in small group on several class activities designed to assist them in exploring leadership, values, systems, and how to integrate these within the teams, organizations and communities in which they are engaged. Teams will be assigned by the professor.

The final group project will explore servant leadership by an existing institution or organization. Teams will be judged on their presentation skills and their demonstration of the knowledge of servant leadership and the selected organization. A team paper will be submitted prior to the class presentation. Students are free to form their own teams for this project. Teams must have between 5 – 6 members. Each team member will complete a peer evaluation of other team members for the final group project. The peer evaluation may influence the grade of individual team members.

**Grading**

It is difficult to measure a student’s performance in a class that is focused on personal reflection and investigation. The best method is the student’s level of engagement in the
process. Therefore the grade for this course will be determined by the student’s demonstrated attention and engagement in the course and its activities.

Class Attendance (1) 20%

Readings outlines/quizzes/presentations/engagement (2) 25%

Essays (3) 20%

Poster Session – Systems 10%

Group presentation – The Organization as Servant 10%

Final Reflective Paper (3) 15%

(1) Attendance - Points will be deducted for class absences (both excused and unexcused)

(2) Reading outlines – Class discussion and dialogue of the assigned readings are a critical ingredient of this class. Students will prepare an outline that facilitates class discussion of the assigned readings. There may be multiple readings assigned for discussion. The student should bring the outline to class on the date the reading(s) are to be discussed. The outline will be handed to the professor at the end of class. A suggest format for the reading outline will be provided.

The professor may choose to give pop quizzes on topics related to the readings. One or more students may be selected to lead the class discussion of the assigned readings. Students not prepared to lead a class discussion on the readings or failing the quiz will receive a three (3)-point deduction from their grade.

Participation in class activities, such as simulations and small group discussion is expected. Lack of engagement will be reflected in points earned in this category.

(3) Essays – All essays and papers shall be submitted through T-Square by the due date. One (1) point per day will be deducted for all assignment submitted after the due date. Grades will be assigned based on compliance with the guidelines provided for each assignment. Integration of readings, class discussion and activities are expected and represent 40% of the grade for the essays.

Make-up assignments for excused or unexcused absences will be at the discretion of the professor.

Honor Code

You are expected to uphold the Georgia Institute of Technology Academic Honor code. You may find information on the Honor Code at: http://deanofstudents.gatech.eduHonor.
Appendix F.1:
Finlandia University Syllabi

REL 230
Servant Leadership
Course syllabus

Course Particulars
Instructor: René Johnson
Office: Mannerheim 310
Phone: 487-7558
Email: rene.johnson@finlandia.edu
Office Hours: M, W 8:00-12:00 or by appointment

Course Description
This course consists of two lectures (50 minutes each) per week and at least 15 hours of community service commitments per semester. Course material, introduced with lectures and readings, will be reinforced with writing assignments and in-class exercises, group discussions, presentations, service hours with reflection exercises, films, and one exam. All assignments and activities are designed to develop a working vocabulary of servant leadership and vocation as well as provide the opportunity for students to think deeply about their own vocational identity as servants and leaders. The coursework and service hours will exercise oral and written communication skills, and critical thinking skills.

Core Objectives
Core objectives based on the Finlandia Plan learning outcomes:
- Cultural Heritage & Literacy: Students will become familiar with the concepts of calling and the doctrine of vocation.
- Analytical: Students will be able to identify and illustrate the core concepts of a Greenleaf model of Servant Leadership.
- Communication: Students will be able to articulate the meaning, relationship, and contribution of servant leadership to faith, service, and vocation.
- Critical & Creative Thinking: Students will increase their awareness of and critical thinking skills in relation to local and global social-justice issues.
- Citizenship: Students will develop their understanding of citizenship and learn to be effective in serving through volunteer service that benefits others.

Specific objectives based on course content:
- Students will apply their understanding of vocation and servant leadership gained through readings, discussion and films in connection with their own personal vocational exploration through written and oral exercises.
- Students will compare and contrast other styles of leadership to Servant Leadership.
- Students will reflect on their 15 hours of service commitments in an effort to define and evaluate service, and to distinguish good service from poor service.
- Students will learn how to research social issues such as caring for the poor, working for justice and peace, and environmental concern. They will become familiar with these topics by researching recent news sources and by researching the progress of recent relevant legislative bills. Students will practice the skill of presenting their research and communicating the issue in a manner that expresses and encourages curious thinking and action.
- Students will explore and reflect on the connections of social justice issues on a global scale to their immediate world through readings and discussion.


Course Work

1. Discussion Papers (20%): Ten smaller “daily” assignments based on readings, speaker, films.
2. Reflection Papers (10% each): Two 2-3 page papers responding to readings. As reflection papers these papers demand a personal response with an integration of concepts from discussion and readings.
3. Final Exam (15%): A final exam will be given during exam week.
4. Servant Leader Project (30%): See guidelines outlined below. The research will prepare students to participate in discussions on a social justice issue from the perspective of a servant leader.
5. Service Component (20%): Each student is required to complete 15 hours of volunteer service during the semester. Students are expected to work together in researching, planning and executing a community service project that raises awareness and opportunities for response. In addition, each student will participate in at least one volunteer experience with a local community agency or concern. Service Journal: Hours will be logged, along with personal reflections on the volunteer service.
6. Participation Points (5%): Based on attendance and class contributions.

Other Details

Servant Leadership Course Features: This course will rely in large part on discussion and interaction. Students are encouraged to raise questions that are not necessarily easy to answer. The course also has a practical component of volunteer community service.

Servant Leadership Program Commitment: The Servant Leadership Program is rooted in Christian teachings and practices, with openness and respect for religious differences and interfaith dialogue. We explore creatively and cooperatively our expressions of faith in service, and support honest and open questions faith.

Technology Policy: Unless specifically approved, the use of technological devices in class is prohibited, including laptops, tablets, and mobile phones. You may not leave class to answer a call; doing so will count as an absence. If observed using a device, you will 1) be asked to put it away and 2) marked as absent for that day. The best option is to turn off your phone upon entering class.

Academic Integrity: Cheating and plagiarism are serious offences and will result in an "F" grade on an assignment or test. (See page 21 of 2013 catalogue for more details).

Attendance: The University expects every student to attend all class sessions of scheduled courses and complete all assignments. The class attendance policies follow:
- Each student is expected to attend all class periods, but individual instructors decide whether an absence is excused or unexcused and how class absences affect the student's grade.
- Students who anticipate missing a class session (whether excused or unexcused) must inform their instructor(s) prior to the absence. An excused absence may include: a university-approved event, bereavement, military obligation, jury duty, severe weather, or other urgent personal matters. Types of absences not listed above are considered unexcused.
- In the event that absences significantly affect a student's grade, instructors should inform the student's academic advisor and the Director of Academic Success and Student Life.
- In-class assignments, quizzes, and/or exams missed on the day of an unexcused absence cannot be made up.


Americans with Disabilities Act – Finlandia University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Any student requesting accommodations must have documentation of a specific disability on file with Disability Student Services (DSS). With proper documentation on file, a student will then receive a Disability Verification Memo for the course(s) that identifies the accommodation(s).

Writing Expectations: All written assignments will be evaluated on the writing as well as the content according to at least the following criteria:
1) Discussion has a solid introduction and conclusion that flow from the body of the paper.
2) Discussion is orderly & displays a logical flow.
3) Paragraph transitions are logical.
4) Sentences are clear, concise and varied.
5) Accurate use of grammar, punctuation and spelling.

Grade deductions are possible for serious neglect of any of these writing standards.

<table>
<thead>
<tr>
<th>wk</th>
<th>Date</th>
<th>Centering Thought/Topic</th>
<th>Reading (completed before class)</th>
<th>Assignments (due in class)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 12-M</td>
<td>Course details</td>
<td></td>
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<tr>
<td></td>
<td>Jan 14-W</td>
<td>What is Servant Leadership?</td>
<td></td>
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<td></td>
<td>Jan 16-F</td>
<td>What the world needs</td>
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<td></td>
<td>Jan 19 - M</td>
<td>Calling, Vocation and Servant Leadership – what’s the relationship?</td>
<td></td>
<td>Attend SL speaker 7pm, FAHC – Wendy Pabich, Taking on Water</td>
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<td></td>
<td>Jan 21 - W</td>
<td>Water Crisis Introduction</td>
<td></td>
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<td></td>
<td>Jan 26 - M</td>
<td>Calling: a summons to a way of life (that is meaningful and purposeful)</td>
<td>Let Your Life Speak, ch. 1-6</td>
<td>DP #1 – Taking on Water Reflection Paper #1</td>
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<td></td>
<td>Jan 28 - W</td>
<td>A meaningful life</td>
<td></td>
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<tr>
<td>2</td>
<td>Feb 1-M</td>
<td>Servant Leadership: its “orienting idea”</td>
<td>Servant as Leader, pgs 9-48</td>
<td>Reflection Paper #2</td>
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<tr>
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<td>Feb 4 - W</td>
<td>Who is calling?</td>
<td>Sacred Voice, ch. 1-2</td>
<td>DP #2 – SV, ch 1-2</td>
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<tr>
<td></td>
<td>Feb 9 - M</td>
<td>Who am I? Authenticity</td>
<td>Sacred Voice, ch. 3-4</td>
<td>DP #3 – SV, ch 3-4</td>
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<tr>
<td></td>
<td>Feb 11 - W</td>
<td>Whose am I? Compassion &amp; Interdependence</td>
<td>Sacred Voice, ch. 5-6</td>
<td>DP #4 – SV, ch 5-6</td>
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<tr>
<td></td>
<td>Feb 16 - M</td>
<td>Why am I here? Purpose</td>
<td>Sacred Voice, ch. 7-10</td>
<td>DP #5 – SV, ch 7-10</td>
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<td></td>
<td>Feb 18 - W</td>
<td>Privilege and Poverty Porn</td>
<td>(1) Film: Is Privilege Poverty</td>
<td>DP #6 – Privilege and Poverty</td>
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<td></td>
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<td>(2) &quot;Dreaming Upside Down&quot;</td>
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<td></td>
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<td></td>
<td>(3) &quot;Poverty Porn&quot;</td>
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<tr>
<td>3</td>
<td>Feb 23 - M</td>
<td>Seek, Know and Do the Truth</td>
<td>“Social Change Wheel!”</td>
<td>DP #7 – Social Change</td>
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<tr>
<td></td>
<td>Feb 15 W</td>
<td>Servant Leader Project Introduction</td>
<td>ONE.org</td>
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<td>4</td>
<td>Mar 2 - M</td>
<td>Spring Break – No Classes</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Mar 4 - W</td>
<td>Spring Break – No Classes</td>
<td></td>
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<tr>
<td>5</td>
<td>Mar 9 - M</td>
<td>Fair Trade – Bananas</td>
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<td></td>
<td>Mar 11 - W</td>
<td>Fair Trade – Coffee</td>
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<td>6</td>
<td>Mar 16 - M</td>
<td>Fair Trade – Chocolate</td>
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<tr>
<td></td>
<td>Mar 18 - W</td>
<td>Research &amp; planning SL projects</td>
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<td>7</td>
<td>Mar 23 - M</td>
<td>Film: Black Gold: Wake up and smell the coffee</td>
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<td></td>
<td>Mar 25 - W</td>
<td>Film: Black Gold</td>
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<tr>
<td>8</td>
<td>Apr 1 - W</td>
<td>Film: Blue Gold</td>
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<tr>
<td>9</td>
<td>Apr 6 - M</td>
<td>SL Presentations – waterkeeperalliance.org</td>
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<td>Apr 8 - W</td>
<td>SL Presentations – Just a Drop</td>
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<tr>
<td>10</td>
<td>Apr 13 - M</td>
<td>SL Presentations – Water.org</td>
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<td></td>
<td>Apr 15 - W</td>
<td>SL Presentations – National Geographic Society’s Freshwater Initiative</td>
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<td>11</td>
<td>Apr 20 - M</td>
<td>SL Presentations – H2O for Life</td>
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<td></td>
<td>Apr 22 - W</td>
<td>SL Presentations – Clean Water Fund</td>
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<tr>
<td>12</td>
<td>Apr 25 - W</td>
<td>SL Presentations – Clean Water Fund</td>
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<tr>
<td>13</td>
<td>Apr 26-30</td>
<td>Exam Week</td>
<td></td>
<td>Exam as scheduled</td>
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</tbody>
</table>
The class will be exploring different social justice issues related to water as an effort to build awareness for action (seek, know and do the truth). Each student will explore a topic (working with partners) and address according to the outline below in a group presentation.

I. SEEK: Raising Awareness about an organization
   (1) Basic facts of mission and background
   (2) Where do they work?
   (3) What do they do?

II. KNOW: Raising Awareness about a social justice concern that this organization addresses by exploring the question your group has been assigned
   (1) What is your question and the concerns it raises?
   (2) What are the facts and figures of the issue with which your question is concerned?
   (3) How does the organization work to alleviate the issue? What are its success stories?
   (4) What are the barriers to change?
   (5) Are there any connections with the organizations actions and the social change wheel?

III. DO
   (1) Report on your campus awareness campaign related to your social justice question. What did you do?
   (2) How successful was it? What were your observations about interest in the topic?

IV. Reflect vocationally
   (1) How does awareness of this issue relate to the four vocational discernment questions?
   (2) How does awareness of this issue (and actions for change) align with servant leadership principles?

ASSIGNMENT PIECES:
1. Prospectus, completed on time and thoroughly. Due week 11. (10 pts)
2. Submit a copy of presentation with notes. Include a "Works Cited" page; at least two additional sources are required to research your water crisis question. Cite news sources and Web sites from which you get information. (10 pts)
   See http://blue-gold.weebly.com/water-facts.html
3. Each group is responsible for preparing an informative and well-organized learning opportunity, filling one full class period with a presentation and organized discussion and/or activity. (10 pts)
Each student will demonstrate his/her ability to accurately and clearly express servant leadership as a calling to make a difference in the world by putting others first. There are two options for this presentation (1) the presentation can be autobiographical, or (2) students can research and tell the story of a recognized servant leader from history. **Aim for a 10-minute power-point presentation. Students will attempt to demonstrate their level of a working knowledge of vocation and Servant Leadership vocabulary and categories and therefore will be evaluated on the degree of thoroughness and analysis in covering the content criteria.** (10 pts)

**OPTION 1: “My Calling to Servant Leadership” – content criteria:**

1. Basic background information (where/when born; family; significant life experiences that may have exposed you to a sense of call/purpose or broadened your awareness)
2. Your sense of call (responding to the 4 questions of vocation)
3. Most significant influences in shaping your sense of call.
4. A social justice issue (one we’ve explored in class or another) that speaks to your passion.
5. Most significant Parker Palmer guideline for Listening to Your Life.

**OPTION 2: “Called to Servant Leadership” – content criteria:**

1. Background information on the individual including circumstances, events (social/political environment) surrounding the individual’s rise to leadership and action.
2. An analysis of the servant leader’s sense of call according to the 4 questions of vocation.
3. The servant leader’s specific actions that demonstrate specific characteristics of both serving and leading as defined by Greenleaf SL characteristics.
4. Selection of a quote from the individual with analysis of its significance for servant leadership or a sense of call.
5. The continuing impact of this person’s leadership and actions.

**Presentation criteria: (5 pts)**

1. Use of visual images along with text in a power-point presentation (computer & projector will be provided through the library, but you will need to come with your presentation on a jump-drive or CD).
2. Appropriately use of a powerpoint – use it as an outline of key points, don’t just read the slides. Focus on your ability to tell the story.
3. Define or explain locations or terms that might be unfamiliar to the audience.
4. Make eye contact with audience, speak clearly.
5. Submit a printed manuscript of the presentation to the instructor, with sources cited.

Get creative with your presentation – aim to inspire through the story.

“The place God calls you to is the place where your deep gladness and the world’s deep hunger meet.”

---

F. Buechner
Appendix F.2:
Finlandia University Syllabi

REL/SOC/NUR 236 Service & Learning in Tanzania
Course syllabus

I. Course Particulars
- Instructor: René E. Johnson
- Spring Semester 2015
- 4:10-5:30 Tuesdays, Mannerheim 122
- 3 credits
- Prerequisite: REL 230 Servant Leadership
- Phone: 487-7599 Email: rene.johnson@finlandia.edu
- Office Hours (Mannerheim 310): M, W 8:00-11:30, R 1:00-4:00 or by appointment

II. Course Description
The primary learning experiences take place during a three-week trip to Tanzania in May. During the spring semester students meet weekly to discuss readings, prepare for being a guest in a foreign country, and plan fundraisers. The visit to Tanzania is at the invitation of the Eastern and Coastal Diocese of the Evangelical Lutheran Church in Tanzania. Students stay in host homes, learn about social concerns, and participate in the life of a community while serving at a secondary school. Nursing students spend one week at the national hospital. Prerequisite: REL 230, or concurrent registration, and sophomore status. Registration must be pre-approved by instructor.

III. Course Learning Objectives
- Students will explore their spiritual and faith development in connection to service.
- Students will increase their awareness of and critical thinking skills in relation to global social-justice issues with a particular emphasis on Tanzania.
- Students will enhance their leadership skills.
- Students will gain a practical understanding of servant leadership.
- Students will exercise their contributions as global citizens.
- Students will gain an appreciation for diversity.
- Students will learn how to distinguish good service from poor service.
- Students will develop their capacity to receive the service of others.
- Students will gain experience in fund-raising.

IV. Expectations and Other Details
- Academic Integrity: Integrity will be displayed by the student’s ability to complete reading and written assignments on time and with serious attention, to be faithful in attending all seminars, diligent and enthusiastic in fund-raising, and receptive to all the experiences Tanzania has to offer.
- Attendance: Students are expected to attend weekly meetings and fund-raisers as scheduled and arrive on time. No absences are allowed for the fundraisers.
- Missed Assignments and Exams: Students are expected to complete the writing assignments on time. Late assignments are excused due to illness or other circumstances out of the student’s control, but they must be completed as soon as possible. Please consult with the instructor about making up missed work.
• **Service Learning in Tanzania Course Features:** Attention should be given to all the handouts regarding health and safety considerations for travel to Tanzania. Students will need to be timely in applying for a passport (if needed). The expenses for travel to Tanzania are detailed in a separate handout. Students will need to contribute some of their own financial support to the total cost of their trip.

• **Servant Leadership Program Commitment:** The Servant Leadership Program is rooted in Christian teachings and practices, with openness and respect for religious differences and interfaith dialogue. We explore creatively and cooperatively our expressions of faith through service. We support honest and open questions of faith.

V. **Course Schedule**

(a) Please follow the deadlines for writing assignments as indicated below:

<table>
<thead>
<tr>
<th>DUE DATE FOR COMPLETED READING ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Jan. 27</td>
</tr>
<tr>
<td>Feb. 24</td>
</tr>
<tr>
<td>Mar. 18</td>
</tr>
<tr>
<td>Apr. 15</td>
</tr>
</tbody>
</table>

| Jan 13  | The path ahead | Mar 10  | Seminar #3: Health & Travel Concerns |
| Jan 20  | Seminar #1: TZ History & Economy | Mar 17  | Questions/Discussion |
| Jan 27  | Mzungu | Mar 24  | Mtali |
| Feb 3   | Seminar #2: TZ Culture & Language | Mar 31  | Seminar #4: Why we go – How we go |
| Feb 10  | Questions/Discussion | Apr 7   | Questions/Discussion |
| Feb 17  | Film: The Shadows of Virtue | Apr 14  | Seminar #5: On Being a Guest |
| Feb 24  | Mtumishi | Apr 21  | Mgeni |

(b) Jan - Apr '15: Fund Raisers & Group meetings as scheduled. **You must check your email frequently!!** *See schedule at end of syllabus.*

(c) March 1: Passport and passport photos required.

(d) May 5-25: Travel to Tanzania

(e) To be determined: Post trip presentation(s)

VI. **Grading Policy**

P/F

VII. **Course Requirements (satisfactory completion of all are necessary to pass)**

- Fund-raising & meetings (numerous!), including adding up Econo receipts
- Preparation Seminars (in-class activities)
- Written assignments based on readings (4)
- 3-week Tanzania experience
- Journal responses while in Tanzania
- Post-trip presentation (for those who remain in the area in the fall)

VIII. **Materials Needed**

Photocopied readings (provided by instructor)
Journal/notebook (while in Tanzania)

A teachable heart, patience, compassion, responsible participation in fund-raising and an eagerness to receive from Tanzania as well as give to our hosts are needed to successfully complete this course.

IX. **Supplementary Reading**

Short handouts may be utilized to foster discussion.
Appendix F.3:  
Finlandia University Syllabi

REL 237 Servant Leadership for the Local Community  
Course syllabus

I. Course Particulars
   - Instructor: René E. Johnson  
   - 3 credits  
   - Phone: 487-7558 Email: rene.johnson@finlandia.edu  
   - Office Hours (Mannerheim 310): M, W 8:00-11:30, R 1:00-4:00 or by appointment

II. Course Description
   This course explores servant leadership as a spiritual discipline while developing leadership skills for a local service project. The essence of spirituality and spiritual practices will be explored. Students will identify local needs and will then organize a service-in-kind project to benefit the local community. Each student may recruit up to five other Finlandia students to participate in the project and will function as the group's leader in community service. Students participate in discussion seminars and journal activities.

III. Course Learning Objectives
   - Students will explore their spiritual and faith development in connection to service.  
   - Students will enhance their leadership skills.  
   - Students will develop organizational and group management skills.  
   - Students will identify local needs and devise an appropriate service response.  
   - Students will learn how to be effective in serving.  
   - Students will develop their understanding of citizenship through service that benefits others.  
   - Students will learn how to distinguish good service from poor service.

IV. Expectations and Other Details
   Servant Leadership Program Commitment: The Servant Leadership Program is rooted in Christian teachings and practices, with openness and respect for religious differences and interfaith dialogue. We explore creatively and cooperatively our expressions of faith in service, and support honest and open questions faith.
   Technology Policy: Unless specifically approved, the use of technological devices in class is prohibited, including laptops, tablets, and mobile phones. You may not leave class to answer a call; doing so will count as an absence. If observed using a device, you will 1) be asked to put it away and 2) marked as absent for that day. The best option is to turn off your phone upon entering class.
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1) Discussion has a solid introduction and conclusion that flow from the body of the paper.
2) Discussion is orderly & displays a logical flow.
3) Paragraph transitions are logical.
4) Sentences are clear, concise and varied.
5) Accurate use of grammar, punctuation and spelling.
Grade deductions are possible for serious neglect of any of these writing standards.

V. **Course Schedule** (The first hour of each Tuesday is taken up with the discussion of the assigned topic. The last 25 minutes are dedicated to discussing students’ service projects)

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture/Discussion Topic(s)</th>
<th>Readings &amp; Assignments (completed by date)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Servant Leadership Foundation to Community Service</td>
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</tbody>
</table>
| 2    | Project Ideas and Planning | Read/Discussion: “The Servant as Leader”  
Come to class with project proposal  
Journal: complete exercise 1 |
| 3    | Service Identity (national or personal) | Read: LTS, ch. 1  
Discussion: 1-page response to one of the questions in exercise 1.4, LTS, page 16  
Journal: complete exercise 2 |
| 4    | Community Partnerships | Read: LTS, ch. 2  
Journal: complete exercise 3 |
| 5    | Becoming Community | Read: LTS, ch. 3  
Discussion: complete exercise 3.3, LTS, page 36  
Journal: complete exercise 4 |
| 6    | Servant Leadership | Read/Discussion: “The Call to Servant Leadership” (from religiononline) |
| 7    | Teamwork | Read: LTS, ch. 4  
Journal: complete exercise 5 |
| 8    | What’s Culture Got to Do With It? | Read: LTS, ch. 5  
Discussion: complete exercise 5.3, LTS, page 72 |
| 9    | Hurdles and Hiccups | Read: LTS, ch. 7 |
| 10   | Expanding the Horizon | Read: LTS, ch. 8 |
| 11   | What’s Spirituality Got to Do With It? | Read/Discussion: Spirituality and Service-learning  
http://spirituality.ucla.edu/docs/newsletters/5/Welch_Koth_Final.pdf |
| 12   | Self-Assessment | Read: LTS, ch. 9  
Journal: complete exercise 6 |
| 13   | Self-Assessment | Service and Spirituality paper due |
| 14   | Project Presentations | |
| 15   | Where Do We Go From Here? | Read: LTS, ch. 10  
Discussion: complete exercise 10.4, LTS, page 143 |
| Dec 9-13 | | No final exam. Final project assessment. |
VI. Grading Policy
See pages 31 of catalogue and instructor’s handout.

VII. Course Requirements
1. Journal (30%): Questions and activities as assigned in the course schedule are to be completed thoroughly and on time.
2. Discussion (10%): Discussion readings and exercises will be completed thoughtfully and on-time and student will participate meaningfully in discussion.
3. Service and Spirituality Paper (30%): Students will research the relationship of service to a spiritual tradition of their choosing. The guidelines for the paper are outlined below.
4. Project Presentation (30%): Students will prepare a presentation on their project according to the guidelines outlined below.

VIII. Materials Needed
   Christine M. Cress, et.al.
   Stylus, Sterling VA, 2005
   “The Servant as Leader”
2. Supplementary Reading: Handouts provided by the instructor

Service and Spirituality Paper: In a five-six page double spaced paper research the role of service to the common good in an established religious tradition of your choosing. The paper must
   (1) Identify the religious tradition of your choosing with at least one page dedicated to outlining the basic loci and tenants of that religion (use sources)
   (2) Outline the role of service in that religious tradition – what is the purpose of service – for the believer; for others; for spiritual growth? What types of service are most evident? How is social responsibility informed by this faith tradition?
   (3) Identify and tell the brief story of one servant leader figure from your chosen religious tradition and the impact of that person’s servant leadership for the wider world.

The paper must be neat with attention to grammar and organization. All sources must be cited and the paper must include a proper bibliography.

Community Service Project Presentation: A presentation on your community service project will be prepared for the class. A well-utilized Service-Learning Guide & Journal and some of the reading response exercises will help you prepare your presentation. Your presentation should include visual aids as appropriate (photos, powerpoint, video, graphs…). The content of your presentation must include:
   (1) Your project mission statement
   (2) Your plan of action for your project
   (3) A summary of your accompanying research associated with your project
   (4) Your assessment/story of your project and the benefit to your personal development and community development.
Appendix F.4:
Finlandia University Syllabi

SERVANT LEADERSHIP HOUSE
CORE COMMITMENTS & RESPONSIBILITIES

The Servant Leadership House is an intentional residential experience built on the core commitments of service, leadership and community.

I. SERVICE – The practice of seeking, knowing and doing the truth for the sake of the common good.

SL House residents will:

1. Determine a social justice theme for each academic year to study in order to grow in one’s own understanding of oneself and the world and around which to plan campus engagement opportunities.

   i) What kind of social justice theme will be selected?
      a) Each spring semester the SL residents will propose issues that:
         o are perceived to be connected to our community and the wider world,
         o are clear issues of injustice (a violation of human, economic, environmental rights) with many opportunities for awareness building and activism,
         o possibly intersects easily with some of our degree programs, and
         o perhaps is an issue marked for special attention for that calendar year. For example, the UN designates an issue each year and names it as such (i.e.”the year of the child”).
      b) A rough plan of activities will be constructed for the next academic year. The plan will include:
         o one major event (i.e. speaker, film),
         o at least two follow-up activities, and
         o possible curricular and co-curricular intersections.

   ii) How will we develop our own understanding of the issue?
      Twice monthly during the academic year there will be a house meeting with the Servant Leadership Director or other invited guests where short readings or films will be discussed. This is not intended to be homework, but full participation is expected. The aim is to continually pay attention to information sources and to talk about the issue in order to increase one’s own capacity to think differently about the issue and gain a comfortable ability to speak accurately and persuasively about the issue.

   iii) What kinds of campus engagement opportunities will be planned?
      As mentioned, the plan will include one major event (i.e. speaker, film), at least two follow-up activities, and possible curricular and co-curricular intersections. The follow up activities might be fund-raisers, demonstrations, discussion groups, days of service, etc. If there are curricular or co-curricular intersections it will be necessary to contact faculty or campus personnel who might collaborate on planning some sort of engagement opportunity.

2. Participate in at least two community-wide service events in the academic year.

   i) What kinds of service events will we participate in?
      The six SL House residents will take part in an event of a local organization that needs volunteers. The SL residents will determine if they want to focus on one organization or offer their time to several organizations. This is intended to be a group presence, with at least half the group participating together. Each SL House resident is expected to volunteer (alongside SL housemates) at least once/semester.
II. LEADERSHIP – Exercised through building awareness and creating opportunities for others to grow in their capacity to serve the common good.

SL House residents will:
1. Plan and facilitate bringing a guest speaker to campus that speaks to the selected social justice theme. (See section on service)
2. Follow-up with campus curricular and co-curricular engagement activities revolving around the selected social justice theme. (See section on service)

III. COMMUNITY – Built on listening, self-reflection, empathy, cooperation and open inclusion.

SL House residents will:
1. Establish a community living code and hold each other accountable to it. This will address household guidelines on noise, lights, use of space and chores. Each resident will also take on a specific role and responsibilities as her contribution to cooperative community living.

(i) What are the specific roles/ responsibilities in the household?

Roles will rotate each year (or by semester) with pairs of individuals taking leadership for the following aspects of community life:

a) Habits: (Responsibility, Integrity, Enthusiasm)
   - plans weekly household meetings
   - addresses household relational challenges, “disputes,” and reports concerns or policy infractions to the SL Director.
   - documents the household activities (records of events and meetings, photos, social media maintenance)

b) Home: (Creativity, Stewardship, Conscientiousness)
   - determines and posts chore schedule (i.e. cooking, cleaning, shoveling, garbage/recycling).
   - collects and safeguards dues for common supplies/food and does the shopping for common household supplies/food.
   - reports safety/structural concerns to campus security or maintenance as needed.

c) Hospitality: (Gratitude, Generosity, Thoughtfulness)
   - takes responsibility for all communication (i.e. with mentors and other university supporters)
   - establishes relationships with community service agencies and organizes volunteer activities for the household.
   - organizes hospitality events (at least one tea and one meal each semester).

2. Attend regular residents meetings and fully participate in other expressions of community of the SL House. (See details above)

3. Be mentored in their understanding of service, leadership and community by Finlandia University/Suomi College alumni and friends who are significantly connected to Finlandia and the mission of the SL House (some of them former Robinson House residents), taking the form of periodic communication, mini-retreats and social engagements.
Appendix G:
McMurry University Program Review for the Minor and BIS in Servant Leadership

Program Review
for the
Minor and BIS in Servant Leadership
Mark Waters, PhD
Director of Servant Leadership

October 15 Narrative:

History, development and expectations of the program 10%

a. The program’s historical contributions to McMurry’s success

McMurry’s Servant Leadership program began under the leadership of Dr. Sandra Harper and Dr. Rob Sledge in 1990 following a period of development in 1988-1989.¹ According to Harper and Sledge in To Serve the Present Age, leadership education and service learning emerged as major trends in the late 1980’s and early 1990’s. McMurry’s Service Leadership program was the “first collegiate program that specifically [combined] those two emphases.”² Mr. Randall Huey was appointed the first director of the program. The stated goals of the program, from the beginning, were (1) “to become a force for good from the inside” and (2) “to become affirmative builders for a better society.”³

Two courses were approved by the faculty for the initial pilot in the 1990-1991 academic year. Harper and Sledge taught “Concepts and Techniques of Service Leadership” in the fall semester of 1990. “Applications of Service Leadership,” the second course, convened in the spring of 1991. The two courses were combined in the 1991 academic year under the title, “Concepts and Techniques of Service Leadership,”

¹ Robert Sledge and Sandra Harper, To Serve the Present Age, (Abilene: McMurry University, 1990), viii. All of the historic information in this section of the review is derived from Sledge and Harper.
² Ibid.
³ Ibid, xi.
SL 1210. The following academic year, a one hour ethics course was added to complete a three-hour requirement in the Experience Area of the general education curriculum. Eventually SL 1210 and the ethics course were combined in a three-hour course, SLD 1310, “Concepts and Techniques of Servant Leadership.”

The program contributed to McMurry’s success from the beginning in at least three ways. First, the stated goals of being a “force for good inside” and “building a better society” found curricular emphasis in the program. As a faith-based institution, one hopes that these values would find expression in the culture of the university and in theory in the Religion curriculum, but Servant Leadership brought practical, “lived-out,” emphases on these values to the curriculum. Second, Servant Leadership raised, and continues to raise, McMurry’s profile in the community by requiring students to complete service learning requirements in community agencies and organizations. McMurry has achieved a good reputation as an institution that serves the community. This reputation has developed, in part, from Servant Leadership. Third, as the first collegiate program of its kind, this program has contributed to McMurry’s notoriety outside of Abilene. Ann McGee Cooper, owner and director of Ann McGee Cooper and Associates, a large consulting firm in Dallas, said to this writer, “We want to recommend McMurry graduates to our clients because we know that McMurry graduates understand servant leadership.”

b. The program’s ongoing refinements and improvements over time

After a strong beginning in the early 1990’s, the Servant Leadership program continued to develop in depth and scope under the leadership of Ann Spence (1995-2006). Annual leadership seminars for public school children began in 1995 and were
produced in various iterations through the years. This part of the program continues today through the annual Fifth Grade Leadership Seminar. Every November, each of the elementary schools in Abilene nominate three to four fifth-grade students from each school to participate in the seminar. McMurry Servant Leadership students lead the seminar.

The program continued under the excellent leadership of Spence through the 2005-2006 academic year. Spence added extracurricular modules leading to certificates in Servant Leadership and co-curricular transcripts highlighting student service.

The 2006-2007 academic year was an interim period for Servant Leadership under the leadership of Martin Dawson and David Chandler. I became the director of the program in August 2007. As implied in this narrative, until 2007 the focus of the program was on the general education course and practical application (modules, seminars for public school children, and co-curricular transcripts).

I decided to lead Servant Leadership in a more academic and specifically curricular direction. The BIS in each of its academic areas was approved for the university just prior to my appointment as the Director of Servant Leadership. Early in my time, I determined that I would develop new courses, later approved by the Curriculum Committee and Faculty, which would allow Servant Leadership to be one of the cognate areas of the BIS. My next goal was to get approval for a minor in Servant Leadership. The course development necessary for the BIS laid the curricular foundation for a minor. The minor was approved in the fall semester of 2011, thus the minor “officially” began with the publication of the new catalog for the fall of 2012. Consequently, the Servant Leadership minor has only existed for two academic years (2012-2013 and 2013-2014). In this time period, one student (Ariel Guess) has
graduated with this minor. Eight currently enrolled students have declared Servant Leadership as their minor. Two academic years of existence is not sufficient to evaluate the ongoing effectiveness and demand of a minor in this field of study. Seventeen students have graduated since 2010 with a Servant Leadership concentration in the BIS degree and seven current BIS students have a Servant Leadership concentration. As expressed in the following section, the region and broader culture seem to demonstrate a demand for Servant Leadership, whether as a minor or as a BIS concentration.

**External demand for the program 7.5%**

a. **Description of evidence of regional and local levels of demand for programs due October 15 from:**

The demand for a minor in servant leadership is, in part, demonstrated by the service mentality of the current generation of college students. Michael Brown, co-founder and CEO of *City Year*, an organization that places young mentors in urban schools writes of the millennial generation, "Community service is part of their DNA. It's part of this generation to care about something larger than themselves.... It's no longer keeping up with the Joneses. It's helping the Joneses." 4 The *2013 Millennial Impact Report* conducted by *Achieve* (a research organization collaborating with organizations dedicated to making the world a better place) in collaboration with the *Case Foundation*, reported that, in 2012

73 percent of millennials volunteered for a nonprofit organization. Almost four out of five young volunteers said they did so because of their passion for the cause. More than half were motivated by their interest in meeting likeminded

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volunteers. And nearly 83 percent of young Americans donated money to a nonprofit last year.5

Locally, Texas ranked in the top five states in the nation for employment in community service and social service.6 Employment in the service component of the Texas labor economy has surpassed pre Great Recession levels.7

In addition to the millennial generation’s devotion to service, one should note that servant leadership is not only about or even primarily about volunteer service. Servant leadership is another name for ethical leadership. Notably, the Greenleaf Center for Servant Leadership was first named The Center for Applied Ethics. The mushrooming field of millennial entrepreneurship, for example, combines expert, profitable business leadership with the values of service.8 Whether they use the term or formally know the concept, millennials intuitively think of effective leadership as servant leadership. The current generation of college students grew up with the devastating effects of unethical leadership from Enron to the implosion of the mortgage industry and Wall Street to scandals in the church. The type of leadership training that is in demand for this generation is ethical leadership, also known as servant leadership.


7 Ibid.

November 1 Narrative:

Narrative explanation of how other programs are dependent upon the courses offered by this program, including a list of the programs served by it, due on November 1.

The identity of McMurry University, expressed in the Centennial Vision document approved by McMurry's Board of Trustees, includes the statement that McMurry is "an academic community focused on service and community and student engagement, which is informed by the principles of servant leadership." The document further notes that, at its Centennial, "McMurry graduates will be expected to be servant leaders and to contribute to our multifaceted society in meaningful ways." Therefore, in addition to programs delineated below that are dependent on the Servant Leadership Program, the identity and centennial vision of the university are intimately connected to and, in a sense, dependent upon the Servant Leadership Program. Although a culture of servant leadership should transcend the Servant Leadership Minor and BIS in an institution "informed by the principles of servant leadership," these curricular offerings are clearly central to supporting and sustaining this culture.

In addition to the identity and centennial vision of the university, several programs and curricular necessities are dependent upon the Servant Leadership Program. I use the term "curricular necessities" to refer to the General Education Curriculum. While it is not a "program" in the strict sense, the General Education Curriculum is a necessary part of the curriculum. As such, it is partly dependent on two

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9 The Centennial Vision of McMurry University approved by the Board of Trustees, October 2014, p 8. Emphasis mine.

10 Ibid. Emphasis mine.

Servant Leadership is an integral part of the Bachelor of Interdisciplinary Studies major. The BIS program, therefore, is also partly dependent on the Servant Leadership Program. Other BIS concentrations include Art, Administration of Coaching, Allied Health, Business, Christian Ministry, Criminology, Early Childhood Education, Ethics, History, Kinesiology, Multimedia Applications, Music, Psychology, Sociology, and Theatre. Clearly, the BIS Major offers many creative constellations. For example, students wanting training for youth and children’s ministry often combine Christian Ministry, Servant Leadership, and Early Childhood Education. BIS students interested in a career in the nonprofit sector may combine Servant Leadership with any number of other concentrations depending on their areas of interest. Concentrations Business, Art, and Servant Leadership could help prepare a student for work in museums or art centers. Combining Business, Sociology, and Servant Leadership is an ideal combination for the kind of work I did as Executive Director of Just People. As a minor, Servant Leadership is frequently paired with the Christian Ministry Major. The service culture of millennials, noted in the October 15 section of this document, raises the importance of a Servant Leadership Minor paired with a Business Major, particularly for students who want administrative careers in the nonprofit sector.

Narrative of student success: honors theses, capstones, grad. school, employment, licensure, awards, etc.

The first Servant Leadership BIS students began in the fall of 2009 and the first students to minor in the discipline began in the fall of 2012. I have limited information on the BIS students who have graduated since 2009. Some examples include Holly
Stallcup who began a nonprofit organization focusing on ministry to women. She has been quite successful as exemplified by the financial stability of a new nonprofit. I receive updates from her occasionally indicating how servant leadership principles have helped her not only to serve her constituents, but also to be successful in leading a nonprofit. Paul Davis completed a BIS with a SRLD concentration in May 2014. He is now an assistant coach on the McMurry track team. Emily Colvin, a 2014 BIS graduate with a SRLD concentration, is now the Director of Children’s Ministry at Keller United Methodist Church. Ariel Guess, a 2014 graduate with a Minor in SRLD, is the Student Activities Coordinator at Texas State Technical College. Carly Payne will graduate in December 2014 with a major in Christian Ministry and a minor in Servant Leadership. She serves on the McMurry Religious Life staff as the Director of Ministry Formation. She will continue in this position through May 2015. She will begin theological studies in the fall, probably at either Boston University School of Theology or Princeton Theological Seminary.

Impact, justification and overall essentiality of the program 15%

a. Why does this program deserve to be continued or strengthened? What other programs would be damaged if the program was eliminated?

The BIS and Minor in Servant Leadership deserve to be continued and strengthened for a number of reasons. (1) Servant leadership principles and the basic servant leadership course have a long history at McMurry, but the BIS and Minor are new. They need time to grow and develop. It is too soon for clear and conclusive assessment of either track. (2) Servant leadership is central to the identity and centennial vision of the university. (3) Millennial generation students identify with the values of servant leadership. They will continue to be drawn to McMurry, in part, because of our emphasis on servant leadership, even if they do not choose a minor or BIS in the
discipline. (4) Elimination of servant leadership could damage or weaken the BIS major. More importantly, eliminating the program would indicate identity confusion on the part of the university since the trustees recently approved the document expressing the Centennial Vision, which makes servant leadership central to the university's identity and a key outcome for graduates at McMurry's 100 year anniversary.

b. What is the program doing to remain relevant and attractive to students?

Moving from one General Education course to eighteen hours of courses that support the BIS Major and the SRLD Minor is the most significant step in recent years accomplished by the program to remain relevant and attractive to students.

c. Evidence of active pursuit of partnerships with industry, city, internships, other schools, etc.

Servant leadership preceptor groups (student service learning groups) have worked with and continue to work with many local organizations. Some of these include the Abilene Independent School District, Bowie Elementary School, Windcrest Alzheimer's Care Center, the Woodson Center for Excellence, Connecting Caring Communities, Habitat for Humanity, A Habitat for Learning, Communities in Schools, and more. Student interns have been placed in a number of settings including the International Rescue Committee, Aldersgate United Methodist Church, McMurry Athletics, and Life Light Ministries. Africa University has expressed an interest in collaborating with McMurry to teach servant leadership there.
Opportunity analysis of the program 5%.

a. What opportunities exist for this program to develop in the future?

The inclusion of servant leadership philosophy in McMurry’s Centennial Vision is central to the program’s future development. The program will have the support of McMurry trustees and administration as well as demand from the millennial generation. Moreover, the relatively recent elevation of the program to include the BIS and a minor position the program to grow in the future. In a recent meeting, Dr. Harper brainstormed about the possibility of a Servant Leadership major with various tracks including Global Leadership, Nonprofit Management, etc.

b. What can the program do for McM’s future success that cannot be done by another program? How does this program provide a better potential for improving McM’s success than our existing programs?

Servant leadership is interdisciplinary and “inter-professional” in ways not overtly present in many academic disciplines. In this sense, servant leadership represents the best values that are necessary for a traditional liberal arts education. As an academic discipline, servant leadership addresses the question: What kind of education does a person need to be a good citizen in a free (liberal) society? Servant leadership does not cover all the academic bases, but it exhibits the values necessary in every discipline and profession if one is to be liberally educated (educated to be a good citizen in a free society).
Appendix H.1:
McMurry University Syllabi

Course Syllabus – Spring 2014

Course Number and Title: SLD 3320: DIALOGUE WITH THE OTHER

Instructor: Mark Waters, PhD

Contact Information
Office: President 103
Phone: 325-793-4997
Email: mwaters@mcm.edu

Office Hours:
- Monday: 8:00-10:50 & 2:30-4:00
- Tuesday: 2:30-4:30
- Wednesday: 8:00-10:50; 2:30-4:00
- Thursday: 2:30-4:30
- Friday: 8:00-10:50
- And by appointment each day

Catalog Description:
Understanding and working with the “other” (variously defined) is a crucial skill for servant leaders and is an increasingly necessary skill for anyone in a global, pluralistic world. Dialogue with the Other is a seminar style course focusing on understanding people and groups whose culture, ethnicity, race, religion, and/or lifestyle is outside the dominant frame(s) of reference of McMurry students. Students will conduct research on hermeneutical and practical aspects of dialogue, engage in phenomenological studies of various groups (the “other”), practice skills associated with dialogue, and develop service learning activities to practice what they learn.

Course Overview:
This is a seminar style course. Students will conduct research in the field and lead the class in the discussion, experience, and implementation of dialogical principles. This approach requires students to practice the skills that they are teaching in the seminar setting.

Prerequisites: SLD 1310 or permission of instructor

Course Objectives/Student Learning Outcomes:
Objective: Students will acquire a solid basis for future lives of leadership.

Outcome: Students will demonstrate the ability to conduct, write, and present research that increases students’ effectiveness as servant leaders by increasing their ability to understand the “other” and their understanding of skills and methods related to this task.

Objective: Throughout the SLD curriculum, students will acquire a solid basis for future lives of servant leadership through the cumulative development of relevant interpersonal skills.

Outcome: Students learn and master the techniques of Bohmian and Neo-Bohmian dialogue.

Objective: Students will acquire a solid basis for future lives of servant leadership through participation in practical, hands-on service learning projects that are relevant to each SLD course.

Outcome: Students will learn to lead and serve others through planning and participating in a service
learning project related to a population that is "other" than the students' self-disclosed frame of reference.

**Course Materials and Resources:**

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<tr>
<th>Required Reading:</th>
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<tr>
<td>• Various handouts</td>
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**Supplemental Reading and Research Paper Helps:**

<table>
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<tr>
<th>Publication</th>
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<tr>
<td>• Buber, Martin. <em>I and Thou</em>. (Preferably the edition translated by Walter Kaufmann, but any available edition will be okay)</td>
</tr>
<tr>
<td>• Okholm, Dennis L. and Timothy R. Phillips, Editors. <em>Four Views on Salvation in a</em></td>
</tr>
</tbody>
</table>
- Stalniski Dialogue Kit, access online at http://www.auroranow.org/resourceKit1.pdf

Selected Internet Resources:
http://www.david-bohm.net/dialogue/
http://www.dialogueproject.net/index.shtml
http://www.dialogueproject.net/bohmarticle.shtml
http://www.theworldcafe.com/
http://www.otherness.dk/
http://www.new-paradigm.co.uk/Dialogue.htm

Course Policies:

Attendance: Class attendance is required. Since this is a once a week night course, one absence equals a full week. Consequently, only one unexcused absence is allowed (though strongly discouraged). After one unexcused absence, the final grade will be reduced five points per absence on a 100-point scale. After two unexcused absences, the student and the instructor will meet to discuss whether or not to drop the student from the course with a failing grade. Course policy will be to drop students after two unexcused absences unless the student and instructor can agree on an alternative.

Class participation: Students are expected to participate in class by attending class, completing all assignments, engaging in class discussions and group assignments, and competing assigned readings. Participation includes attention. Personal conversations (whispering), text messaging, note passing, etc., are not acceptable. Students disrupting class may be asked to leave after one warning and will be counted absent for the day.

Assignments, grade determination, and due dates:
Tell your story (15%): Each student will write a brief essay (3-5 pages) describing (1) an experience of being “othered,” that is, a time when you felt judged, marginalized, or
otherwise outcast because of your gender, race, ethnicity, economic level, religion, sexual orientation, physical characteristics, or any other personal characteristic. (2) How are you learning to deal with this experience? (3) A time when you exhibited prejudice against someone else. What was the prejudice about? What did you do? (4) How are you overcoming that prejudice or how did you overcome it? A verbal presentation of the story will be presented to the class on February 11, 13, or 18. The class will respond to the presentation with open ended questions.

Chapter Summaries and Dialogue (25% each) Present two chapter summaries to the class. Each summary is to be written and also given as an oral presentation. The first summary will be on a chapter from *Interreligious Hermeneutics* and the second summary will be on a chapter from *Dialogue: The Art of Thinking Together*. Each oral presentation will include (1) a summary of the content of the chapter and (2) leading the class in a dialogue about the chapter. The first summary is due on February 25 or 27 or March 4. The second summary is due on March 18, 20, or 25.

Research Paper and Presentation (35%)
1. **Expectations:** Papers shall be a minimum of 10 pages and maximum of 20 pages, double-spaced in a standard 10 to 12 point font. Use the *Turabian/Chicago* manual of style unless your major requires another style guide such as APA or MLA. In such cases, use the style guide required by your major.
2. Choose a research topic as early in the semester as possible. Develop a thesis statement related to the topic. Your paper will explain the topic, argue the thesis, and express the applicability of the topic to the practice of dialogue in pluralistic settings. We will discuss thesis statements in class.
3. **Research Sources:** Use a MINIMUM of eight (8) books by recognized authorities in the field and peer reviewed scholarly journals. **Beyond the minimum of the 8 aforementioned sources, carefully evaluated websites may be used.** Scholarly journals and books that are available in an online format will be considered part of the minimum of 8 sources. (Do not use Wikipedia, although Wikipedia may be helpful in guiding you to other sources.) Be cautious about the bias of websites promoting a particular perspective (i.e. understand that they are written with a specific bias). Books and journal articles are preferable, but web resources are allowable if they are clearly legitimate academically.
4. When developing presentations, keep in mind that the point of the presentation is not simply to impart information to the class. Rather, presenters should engage the class in dialogue. Presentations should include rigorous dialogue about the pros and cons of the topic/theory/hermeneutic, etc., for the practice of dialogue. Your presentation is enriched, not threatened, if others in the class disagree and every possible perspective is argued and defended. Your presentation will be further enriched if you engage the class in learning activities, role plays, etc., that help them to experience the real-life implications of the topic you are presenting.
5. Paper due dates will be determined on the first week of class.
6. Paper topics:
   a. The topic should relate either to (1) the theory and practice of dialogue, (2) a specific "other" (race, ethnicity, religion, gender, nationality, sexual orientation, etc.) or (3) a context of dissent in which dialogue is needed (e.g. Palestinian-Israeli relations, etc.).
   b. A focused thesis statement must be developed on the topic in order to write a focused, cohesive paper. The topic ideas listed below are much too general, but provide a beginning.
c. **Topic Ideas** (no particular order; remember that a topic must be refined into a thesis statement): Racial Reconciliation, Interreligious Dialogue, Alterity in Continental Philosophy, Theology of Religions, Political Dialogue, International Relations, Gender, LGBTQ+ issues, Native American issues, Poverty, The Scapegoating Mechanism in the thought of Rene Girard, Dialogue and the Other in the thought of Emmanuel Levinas, Conflict Transformation, etc. Many other topics are possible. Determine your topic in dialogue with the instructors. Remember, the topic must be formed into a clear thesis statement in order to write an effective paper.

**Make-up Work/Late Work:** This is a seminar-style course. The whole class is dependant upon students completing and presenting assignments on time. With the possible exception of verified emergencies, make-up work will **not** be possible and a **0 (zero)** will be assigned for paper presentations that are not ready on the due date. **Research papers are due the class period prior to the assigned date of presentation.** Papers are to be photocopied and distributed to all class members so that all participants can read papers in advance and be prepared for discussion. Twenty points will be deducted from papers not distributed during the prior class period. **Forty points will be deducted from papers that are distributed on the date of presentation.** Once again, a zero will be assigned if the presentation is not ready on the assigned date.

**+/– Grade System:** 95-100 = A, 90-94 = A−, 87-89 = B+, 84-86 = B, 80-83 = B−, 77-79 = C+, 74-76 = C, 70-73 = C−, 67-69 = D+, 64-66 = D, 60-63 = D−, <60 = F.

**Academic Dishonesty:** Plagiarism or cheating in any form may result in (1) failure of the assignment or (2) failure of the course. **Plagiarism** includes using someone else’s ideas or words and presenting these ideas or words as if they were one’s own. Students should document sources and give credit to the authors of these sources. Moreover, plagiarism includes cutting and pasting someone else’s work from the Internet or elsewhere without giving credit to the original author. **Cheating** – for the purposes of this course – is the use of any form of dishonesty in order to appear to achieve objectives or assignments for the course or to raise one’s grade. **Cheating** also includes presenting someone else’s work – in any form – as if it were one’s own (e.g. copying off of another student’s test) or allowing another student to copy one’s own work.

**Special Needs:** McMurry University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no otherwise qualified student shall be denied the benefits of an education “solely by reason of a handicap”. If you have a documented disability that may impact your performance in this class and for which you may be requesting accommodation, you must be registered with and provide documentation of your disability to the Disability Services Office, located in Old Main Room 102. Arrangements will be made for students needing special accommodations.

**Computers, Cell Phones, Calculators, and other Electronic Devices:** Electronic devices may not be used during class with the following exceptions: tablet or laptop
computers used for class notes or class related purposes and palm pilots or similar devices used to record assignments on calendars. Students using computers, cell phones, or other electronic devices for purposes unrelated to the course may be dropped from the course at the instructors’ discretion.

Other Course Policies:
Students will be respectful of classmates, guest lecturers, and the instructors at all times. This includes talking, whispering, or passing notes.

CLASS SCHEDULE
All reading assignments are to be completed PRIOR to the class for which they are listed.

*The measure of a wise person is the ability to entertain new ideas without necessarily having to accept them.* ~Aristotle

**January 14**  
Introduction  
- Classmates  
- The Syllabus

**January 16**  
Schedule dates of presentations  
An Introduction to Dialogical Theory  
- Three uses of “Other”  
- The Concept of *Alterity* in Continental Philosophy (Levinas, Ricoeur)  
  - Emmanuel Levinas, *Humanism of the Other*, read:  

**January 21**  
- David Bohm,  
  - **READ**: On Dialogue by David Bohm and  
    [http://www.dialogueproject.net/bohmarticle.shtml](http://www.dialogueproject.net/bohmarticle.shtml)  
- Introduction to William Isaacs

**January 23**  
- Philosophical Hermeneutics: Strategies for Understanding Self and Others  
  - **READ**: Introduction and Chapter I of *Interreligious Hermeneutics*

**January 28**  
The Practice of Listening Well
January 30
Models for Understanding Self and Others: Enneagram and MBTI

February 4
Models for Understanding Self and Others: Enneagram and MBTI

February 6
- Ubuntu and Servant Leadership
  - READ: handout “Ubuntu: A Transformative Leadership Philosophy” prior to class

February 11

Before you assume, learn the facts.
Before you judge, understand why.
Before you hurt someone, feel.
Before you speak, think.

Finding your voice and telling your story

February 13
Finding your voice and telling your story

February 18
Finding your voice and telling your story

February 20
Brief Introduction to Religion (Religion as an example of the need dialogue in settings of perceived “otherness.”)

February 25
Chapter Presentation from Interreligious Hermeneutics
February 27

Chapter Presentation from Interreligious Hermeneutics

March 4

Chapter Presentation from Interreligious Hermeneutics

March 6

Flex Day

SPRING BREAK March 10-14

March 18, READ Dialogue: The Art of Thinking Together prior to March 18

Presentation from Dialogue

March 20

Presentation from Dialogue

March 25

Presentation from Dialogue

March 27

Generative and Strategic Dialogue

April 1

World Café Process, READ World Café prior to class

April 3

Topic

Presenter

April 8

Topic

Presenter

April 10

Topic

Presenter

April 15

Areas of "otherness" not addressed by student research papers and presentations
April 17
Areas of “otherness” not addressed by student research papers and presentations

April 22
Areas of “otherness” not addressed by student research papers and presentations

April 24
Areas of “otherness” not addressed by student research papers and presentations

April 29
Areas of “otherness” not addressed by student research papers and presentations

May 1
Week of May 5: Final Exams [The Research Paper and Presentation]
Appendix H.2:

McMurry University Syllabi

INTRODUCTION TO ETHICS
SLD 1300
Fall 2013, 9:30-10:55 a.m., T/R

Instructor: Mark Waters, PhD, Associate Professor of Religion and Servant Leadership
Office: President 103
Office Phone: 793-4997
Email: mwaters@mcm.edu
Office Hours:
- Monday and Wednesday: 2:00-4:30
- Tuesday and Thursday: 1:30-4:00
- Friday: 9-11
- And by appointment each day

COURSE DESCRIPTION
This course may be used to meet the Leadership, Excellence, and Virtue general education requirement. The course provides an introduction to ethical theories (deontological, teleological, virtue ethics, etc.), moral decision-making, and key contemporary moral issues. Particular attention is given to practical application in moral reasoning and to the development of sensitivity to ethical issues of contemporary society, focusing on rights and duties of individuals and groups and the nature of legitimate needs and values.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

Objective: Explore the historical, cultural, and/or practical elements of leadership.
Outcome: Particular attention is devoted to contemporary leadership theories that emphasize the connection between effective leadership and clear moral reasoning.

Objective: Demonstrate understanding of leadership in personal contexts.
Outcome: Students will understand how moral decisions affect leadership credibility.

Objective: Explore the historical, cultural, and/or practical elements of virtue.
Outcome: Students will learn Virtue Ethics grounded in Aristotelian thinking and will be able to distinguish between the locus of virtue ethics vis-à-vis loci of other modes of moral reasoning.

Objective: Demonstrate understanding of virtuous behavior in personal contexts.
Outcome: Students will be able to reach moral decisions through the application and analysis of four primary variables that are active in every moral context: (1) ground of
meaning values, (2) personal and group loyalties, (3) model(s) of moral reasoning, and (4) the specific situation or issue.

TEXTBOOKS

- Steve Wilkens, Beyond Bumper Sticker Ethics: An Introduction to Theories of Right and Wrong. ISBN – 13: 978-0830839360

COURSE REQUIREMENTS/POLICIES

Class participation: Students are expected to participate in class by completing all assignments, engaging in class discussions and group assignments, and completing assigned readings. Class lectures will be informed by, but will not necessarily repeat, information from assigned readings. Students will be responsible for assigned readings whether or not details from assignments are repeated in class. Contemporary films/movies may be utilized occasionally during the course to illustrate moral issues or ethical theories. If a student is offended by the rating or content of a particular film, he/she may leave while the video is being presented and write a five-page analysis of the moral issue or ethical theory being illustrated as a make-up assignment. Make-up assignments are due at the beginning of the next class period.

Attendance at all class meetings is required. Any student who has three or more unexcused absences may suffer any of the following penalties at the discretion of the professor: being dropped from the course; receiving a failing grade for the course; or receiving a lowered grade for the course. Absences will be considered excused only when due to official University business or to extraordinary circumstances. I will be the judge of when such circumstances exist. It is the responsibility of the student to inform me of the circumstances surrounding excused absences from class within twenty-four hours of missing a session. Failure to do so will result in the absence being unexcused, regardless of the circumstances.

Late Work: All assignments not submitted on the due date will receive a grade of zero. Difficulty with printers or computers is NOT an excuse for late work. Students are responsible for printing a hard copy far enough in advance to submit the assignment when it is due. MORE BLUNTLY: If you try to print a paper right before the class period in which it is due and you cannot get it to print, then your grade will be a zero. Moreover, since all assignments for this course including exams are written assignments that can be completed in advance, an emergency on the day that the assignment is due is not an excuse. If you have an emergency that prevents you from submitting an assignment, then call me immediately, 325-793-4997.

Computers, Cell Phones, and other Electronic Devices: Electronic devices may not be used during class with the following exceptions: tablet or laptop computers used for class notes or class related purposes and smart phones or similar devices used to record assignments on calendars. Students caught using computers, cell phones, or other
electronic devices for purposes unrelated to the course may be dropped from the course with a failing grade.

**Cheating:** Plagiarism or cheating in any form will result in automatic failure of the class. *Plagiarism* includes using someone else’s ideas or words and presenting these ideas or words as if they were one’s own. Students should document sources and give credit to the authors of these sources. Moreover, plagiarism includes cutting and pasting someone else’s work from the Internet without giving credit to the original author. **Cheating** is the use of any form of dishonesty in order to appear to achieve objectives or assignments for the course or to raise one’s grade. **Cheating** also includes presenting someone else’s work – in any form – as if it were one’s own (e.g. copying off of another student’s test) or allowing someone else to copy assignments or tests.

**Special Needs:** McMurry University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no otherwise qualified student shall be denied the benefits of an education “solely by reason of a handicap”. If you have a documented disability that may impact your performance in this class and for which you may be requesting accommodation, you must be registered with and provide documentation of your disability to the Disability Services Office, located in Old Main Room 102. Arrangements will be made for students needing special accommodations.

**Other Course Policies:** Students will be respectful of classmates, guest lecturers, and instructors at all times. This includes talking, whispering, or passing notes, etc. The instructor reserves the right to drop a student from the course with a failing grade for disruptive behavior.

**ASSIGNMENTS:**

**Exams:**

**Exam # 1:** A summary of chapters 3, 6, 7, 8, and 9 of the textbook, *Beyond Bumper Sticker Ethics*. Write an introduction, approximately two double-spaced, type written pages per chapter, and a conclusion describing the ethical theory that you find most compelling and why. 35% of final grade.

**Exam # 2:** A summary of *Beyond Religion: Ethics for a Whole World*. Write an introduction, approximately one page per chapter, and an analytical conclusion giving your critique, positive or negative, of the book. 35% of final grade.

(Exams are to be completed outside of class prior to the due date and submitted on the due date noted in the class schedule)

**Group Project** (Replaces final exam, 30% of final grade): Each student will be assigned to a group. There will be a total of four or five groups for the class. Groups choose from among the following topics for presentation: (1) Abortion, (2) Homosexuality, (3) Capital Punishment, (4) Violent vs. Nonviolent Means to Political Objectives, (5) Economics, Power, and Poverty, (6) the Environment (or a specific environmental issue like
fracking), (7) Euthanasia, (8) Stem Cell Research, (9) Genetically modified foods, (10) Universal health care [Other topics considered (consult professor)].

Each group chooses a leader and determines, as a group, their first two topic choices. The group leaders meet to negotiate the topic for his/her group. Each group must, finally, choose a topic that is different from the topics chosen by other groups.

Presentations should clearly and fairly present at least two contrasting sides to each issue. Groups are encouraged to be as creative as possible in developing interesting presentations. Possibilities include:

- A courtroom setting with a group member serving as the judge, two group members serving as attorneys for each side of the issue, other group members playing various roles in the courtroom drama, and the class serving as the jury.
- A formal debate on an issue (like a high school or college debate team contest)
- Dramatic skits
- Newspapers
- Multimedia and/or PowerPoint presentations (Note: DO NOT simply read a PowerPoint presentation to the class. PowerPoint visually supports, but does not replace, a good presentation.
- Other ideas?

GRADES:

1. Grades will be assigned on a 100-point scale and will be translated into letter grades including pluses (+) and minuses (-) as follows: 94-100=A; 90-93=A-; 87-89=B+; 84-86=B; 80-83=B-; 77-79=C+; 74-76=C; 70-73=C-; 67-69=D+; 64-66=D; 60-63=D-; 59-below=F. In accordance with catalog guidelines, there will be no A+ and no F+ or F-.

2. Group Projects will be graded as follows: The professor will assign an overall grade for the group presentation. Group members will anonymously give either a P (pass) or F (fail) to each group member. Any group member receiving 3 or more F’s from the group will fail the group presentation. This stipulation is provided to motivate each group member to carry his/her share of the load. Each group member not receiving an F will receive the grade that the professor assigns for the entire group.

The rubric used by the professor to grade the presentation is:

- **Content (accuracy and comprehensiveness, up to 50 points)**
  - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

- **Application to Students' Lives (i.e. How helpful is the presentation in helping listeners to learn more about this moral issue, up to 30 points)**
  - 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
• Creativity of Presentation (up to 10 points if multimedia is used, up to 20 points if multimedia is not used)
  1 2 3 4 5 6 7 8 9 10
• Effective use of Multimedia (PowerPoint, Video, Music, etc., up to 10 points)
  1 2 3 4 5 6 7 8 9 10

CLASS SCHEDULE
This schedule is flexible and subject to change depending on variables such as the length of class discussions and the need to expand certain subject matter based on class interest and feedback.

Reading Assignments: BBSE = Beyond Bumper Sticker Ethics; BR = Beyond Religion: Ethics for a Whole World

• Aug 27: Introduction to the Course / Group Presentation Assignments
• 29: Why Study Ethics?: Defining Morality and Ethics, BBSE ch 1
• Sep 3: Diversity of Moral Perspectives: Relativism, Absolutism, and Pluralism, BBSE ch 2
• 5: Freedom or Determinism: Are we really free to make moral decisions?, BBSE ch 4
  • Components of moral decision making (Stassen grid)
• 10: Modes of Moral Reasoning: Consequential (Teleological) and Nonconsequentialist (Deontological) Theories, BBSE chs 6 & 7.
• 12: Modes of Moral Reasoning: Ethical Egoism, BBSE ch 3
• 17: Modes of Moral Reasoning: Evolutionary Ethics, BBSE ch 5
• 19: Modes of Moral Reasoning: Rights and Justice Theories
• 24: Modes of Moral Reasoning: Divine Command Theory, BBSE ch 12
• 26: Modes of Moral Reasoning: Situation Ethics, BBSE ch 10
• Oct 1: Modes of Moral Reasoning: Virtue Ethics
• 3: Modes of Moral Reasoning: Narrative Ethics, BBSE ch 9
• 8: Exam # 1: A summary of chapters 3, 6, 7, 8, and 9 of the textbook, Beyond Bumper Sticker Ethics.
• Exploring Specific Issues:
• 10: Life and Death: War, Violence, Terrorism
• 15: Life and Death: Abortion and Capital Punishment
• 17: Life and Death: Suicide and Euthanasia
• 22: Relationships: Human Sexuality
• 24: Relationships: Hunger, Poverty, Healthcare
• 29: Bioethics
• 31: Environmental Ethics
• Nov 5: Religious Pluralism
• 7: Business Ethics
• 12: Flex Day
- 14: Discussion of *Beyond Religion* by the Dalai Lama, Summaries of BR Due (Exam # 2)
- 19: Discussion of *Beyond Religion* by the Dalai Lama
- 21: Final Group Preparation Day
- 26: Group Presentations
- 27-29: Thanksgiving Holiday
- 3: Group Presentations
- 5: Group Presentations
- 9-13: Final Exams

<table>
<thead>
<tr>
<th>LEV Standards</th>
<th>Related Student Outcomes</th>
<th>Types of evidence that might be used to demonstrate student achievement of objectives &amp; goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore the historical, cultural, and/or practical elements of leadership.</td>
<td>Students will demonstrate understanding of the connection between effective leadership and clear moral reasoning. *Primarily related to Gen Ed goals 3, 4, and 5.</td>
<td>Using a Pretest/Posttest design, 100% of the course students will show a 10% improvement in their individual scores.</td>
</tr>
<tr>
<td>Demonstrate understanding of leadership in personal contexts.</td>
<td>Students will demonstrate understanding of how moral decisions affect personal credibility. *Primarily related to Gen Ed goals 3, 4, and 5.</td>
<td>Using a Pretest/Posttest design, 100% of the course students will show a 10% improvement in their individual scores.</td>
</tr>
<tr>
<td>Explore the historical, cultural, and/or practical elements of virtue.</td>
<td>Students will be able to distinguish between the locus of virtue ethics vis-à-vis loci of other modes of moral reasoning. *Primarily related to Gen Ed goals 1, 3, 4, and 5.</td>
<td>Using a Pretest/Posttest design, 100% of the course students will show a 10% improvement in their individual scores.</td>
</tr>
<tr>
<td>Demonstrate understanding of virtuous behavior in personal contexts.</td>
<td>Students will demonstrate knowledge of processes used to reach moral decisions based on four</td>
<td>Using a Pretest/Posttest design, 100% of the course students will</td>
</tr>
<tr>
<td>primary variables that are active in every moral context: (1) ground of meaning values, (2) personal and group loyalties, (3) mode(s) of moral reasoning, and (4) the specific situation or issue. *Primarily related to Gen Ed goals 3, 4, and 5.</td>
<td>show a 10% improvement in their individual scores.</td>
<td></td>
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</tbody>
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Appendix H.3:
McMurry University Syllabi

Course Syllabus – Fall 2015
FORMATION IN SERVANT LEADERSHIP

Course Number and Title: SLD 2310, Formation in Servant Leadership, TR 1:00-2:25

Instructor Information
Instructor: Dr. Mark Waters
Contact Information
- Office: Old Main South110
- Phone: 325-793-4997
- Email: mwaters@mcm.edu

Office Hours:
- Monday: 1:00-4:00
- Tuesday: 8:30-10:30
- Wednesday: 1:00-4:00
- Thursday: 8:30-11:00
- Friday: 8:30-10:30
- And by appointment each day

Catalog Description:
A seminar style course focusing on personal and interpersonal growth in servant leadership. Emphasis is placed on self-awareness, personal mastery (effective self-leadership), deep listening, and group facilitation.

Course Overview:
This is a seminar style course. The course, therefore, consists primarily of student led discussion. Seminars empower students to learn through their own research and inquiry. Thus the learning process is active, not passive (i.e. not passively listening to a lecture). Additionally, seminars require high levels of personal mastery, self-motivation, and accountability on the part of each student. These qualities—personal mastery, self-motivation, and accountability—are crucial for students to be formed as servant leaders, the central purpose of this course.

Prerequisites: SLD 1310 or Permission of Instructor

Course Objectives/Student Learning Outcomes:

Objective: Students will develop the skill of personal mastery (internally motivated self-leadership).
Outcome: Students will demonstrate a working knowledge of personal mastery by completing assignments, being present and on time to class, and participating in class discussions and presentations.

Objective: Students will learn to practice deep listening and dialogue.
Outcome: Students will demonstrate the ability to practice deep listening and dialog through class exercises including clearness committees and circles of trust.

Objective: Students will become familiar with the thinking of key scholars in the field of servant leadership.
Outcome: Students will articulate this familiarity through leading class discussions on selected readings and through reading, reporting on, and discussing each of the assigned textbooks.
Course Materials and Resources:

Required Reading:
- Various Handouts

Course Policies:

Attendance: Attendance at all class meetings is required. Any student who has two or more unexcused absences may suffer any of the following penalties at the discretion of the professor: being dropped from the course (WP or WF); receiving a failing grade for the course; or receiving a lowered grade for the course. Absences will be considered excused only when due to official University business or to extraordinary circumstances. I will determine when such circumstances exist. It is the responsibility of the student to inform me of the circumstances surrounding excused absences prior to the absence. In the case of an emergency that precludes the student from informing me in advance, the student must inform me within 24 hours of the absence. Failure to do so will result in the absence being unexcused, regardless of the circumstances.

Class participation: Students are expected to participate in class by attending class, completing all assignments, engaging in class discussions and group assignments, and completing assigned readings. Participation includes attention. Personal conversations (whispering), text messaging, note passing, etc., are not acceptable. Students disrupting class may be asked to leave after one warning and will be counted absent for the day. Repeated disruptions may result in being dropped from the course (WP or WF).

Make-up Work/Late Work: Since this is a seminar-style course, the whole class is dependent upon students completing and presenting assignments on time. With the possible exception of verified emergencies, make-up work will not be accepted.

Grading:


Academic Dishonesty: Plagiarism or cheating in any form may result in (1) failure of the assignment, failure of the course, administrative withdrawal from the course (WF) and/or a report to the dean of students. Plagiarism includes using someone else’s ideas or words and presenting these ideas or words as if they were one’s own. Plagiarism includes cutting and pasting someone else’s work from the Internet or elsewhere without giving credit to the original author. Students should document sources and give credit to the authors of these sources. Cheating — for the purposes of this course — is the use of any form of dishonesty in order to appear to achieve objectives or assignments for the course or to raise one’s grade. Cheating also includes presenting someone else’s work — in any form — as if it were one’s own (e.g. copying off of another student’s test) or allowing another student to copy one’s own work.

Special Needs: McMurry University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no otherwise qualified student shall be denied the benefits of an education “solely by reason of a handicap”. If you have a documented disability that may impact your performance in this
class and for which you may be requesting accommodation, you must be registered with and provide
documentation of your disability to the Disability Services Office, located in Old Main Room 102.
Arrangements will be made for students needing special accommodations.

Phones and Computers:

Phones will be placed on silent or turned off and put away during class. “Put away” means inside your backpack,
pocket, purse, etc. If I catch you with a phone, I will take it and return it after class. If you refuse to give me your
phone, you will be dropped from the course with a failing grade. Talk to me prior to class if you believe that you
are facing extreme circumstances that warrant keeping your phone during class. Examples of extreme
circumstances: you are parent whose child is in the hospital, your spouse is expected to go into labor and give
birth today, you have a family member who is terminally ill and expected to die soon, etc.

Computers/Laptops/Tablets: All computers are to be put away during class. Bring pen and paper to take notes.
If tablets are needed for specific activities during class (e.g. presentations, looking up reference materials, etc.) I
will give special permission to use them. If I catch you using a computer without special permission, I will take it
and return it after class. If you refuse to give me your computer, you will be dropped from the course with a
failing grade.

Major Projects, Required Activities, and Assignments:

Book Analysis (20%): A Hidden Wholeness (Due September 22)
Explanation of a Written Analysis:

☐ An introduction to the book including background information on the author. The average
introduction will require about one or two typewritten pages.

☐ An analysis of each chapter. Analysis requires more than a summary but includes a summary.
Begin the analysis of each chapter by summarizing the main ideas of the chapter. Then analyze the
chapter by describing and discussing what the author is trying to accomplish through the chapter.
What is the author trying to do? What is the author asking readers to do? The average chapter
analysis will require approximately one or two typewritten pages.

☐ A conclusion. Conclude by discussing the strengths and weaknesses of the book and the
helpfulness or lack of helpfulness regarding what the author is asking readers to do. Include a
paragraph or two explaining what was most helpful or insightful to you and what you will use in
the future.

Chapter Presentation/Discussion from A Hidden Wholeness (20%): Each student will lead the class in a
discussion of one chapter of A Hidden Wholeness. Presentations/discussions will take place from September 22
through October 6, generally two per class period. The student-presenter will begin with a clear, oral
presentation of the chapter. Then, the student-presenter will facilitate a discussion that helps the class to (1)
learn the content of the chapter and (2) experience the author’s purpose in the chapter. Discussion questions,
brief video clips, and learning activities may be used to facilitate the discussion. The whole range of grades (A
through F) is possible for presentations/discussions lasting 30 minutes or more. The highest grade a student can
receive on a presentation/discussion lasting less than 30 minutes is a C.

Chapter Presentation/Discussion from Leading Lives that Matter (20%): Each student will choose a
chapter from Leading Lives that Matter. The student will write a summary of the chapter and lead the class in a
discussion of the chapter on the assigned day for that particular chapter. Each summary is due on the day
assigned for facilitating class discussion. Good writing style is expected. At a bare minimum, good writing
style includes a one-paragraph introduction including a brief introduction to the author of the chapter, a body of
at least three paragraphs, and a one-paragraph conclusion. Although the length of the summary depends somewhat on the length of the chapter being summarized, all summaries will be at least two, double-spaced pages. Summaries of less than two pages will be re-written before a grade is assigned. The presentation and the discussion associated with the presentation should last approximately 40 minutes (no more than 40 and no less than 30). The student-presenter will begin with a clear, oral presentation of the chapter. Then, the student-presenter will facilitate a discussion that helps the class to (1) learn the content of the chapter and (2) experience the author’s purpose in the chapter. Discussion questions, brief video clips, and learning activities may be used to facilitate the discussion. The whole range of grades (A through F) is possible for presentations/discussions lasting 30 minutes or more. The highest grade a student can receive on a presentation/discussion lasting less than 30 minutes is a C. Grade calculations will be based on the written (30%) and oral (70%) presentation.

The Hero’s Journey / Clearest Committee (15 points): Each student will complete a chart describing his/her personal “hero’s journey.” The chart is provided among the materials at the end of this syllabus. On the day that the student is assigned to be the focus person for a clearest committee (CC), the student will describe her/his hero’s journey and note any questions that s/he is facing. Clearest committees and circles of trust are described in Parker Palmer’s book, A Hidden Wholeness that students will read and discuss early in the semester. Pedagogically, clearest committees function not only to help the focus person, but also to teach the rest of the class to listen well and ask good, open-ended questions.

Life-Review (25 points):
The following writing assignment requires a careful reading of a selection from Thoughts in Solitude by Thomas Merton (S & B pp. 449-450), the poem “The Road Not Taken” by Robert Frost (S & B pp. 458-459), and The Death of Ivan Ilych by Leo Tolstoy (S & B pp. 487-539). Use creative writing to weave your responses to the following questions into a coherent whole, an essay that addresses these issues in your life. In other words, the assignment is to write a creative essay that addresses the following questions; do not simply compose a list. A good essay includes an introductory paragraph, a body of as many paragraphs as necessary, and a concluding paragraph.

- Describe and reflect on feelings or thoughts arising within you after reading the selection from Thoughts in Solitude?
- Respond to the questions raised about “The Road Not Taken” on p. 548 of S & B.
- Respond to the following questions about The Death of Ivan Ilych.
  1. In journal form, describe your internal response after reading The Death of Ivan Ilych.
  2. What is the difference between a “true life” and a “false life” as implied in the novel?
  3. How was Ivan Ilych’s life “false”? Was his life in some way transformed into a “true life” at the end of the novel? If so, how?
  4. On page 490 of S & B, the editors describe an “it”—contrasted with the “it” of death—that would have given significance and substance to Ivan Ilych’s life. How would you describe this “it” for Ivan Ilych? What is the nature of this “it” for you? What gives your life significance and substance?
- Write anything else that you find significant or meaningful as a way of expressing your life, the meaning value, and purpose of your life. This written expression may be in the form of poetry or prose.
Course Schedule
Reading Key: SB = Schwehn and Bass; P = Palmer // Readings are to be completed PRIOR to the class period for which they are listed.

- August 25: Introduction to the course and to each other
- 27: No class, Professor Traveling to ACE Workshop
- September 1:
  - Division of assignments and due dates
  - An overview of critical thinking
- 3: Review of Servant Leadership, Read The Problem by Robert Fritz located at the end of the syllabus.
- 8: Prior to class read:
  - (1) The Hero’s Journey at the end of the syllabus
  - (2) S&B 111-112 (Buechner)
- 10: The Hero’s Journey Workshop
- 15: Movie: Part I (We will watch a movie that illustrates the hero’s journey.)
- 17: Movie: Part II and Discussion

SATURDAY SEPTEMBER 19: Extra Credit Opportunity

- 22: Reports on A Hidden Wholeness due
  - P I
  - P II
- 24:
  - P III
  - P IV
- 29:
  - P V
  - P VI
- October 1:
  - P VII
  - P VIII
- 6:
  - P IX
  - P X
- 8:
  - Read On Cleanness Committees by Parker Palmer located at the end of this syllabus.
  - CC I
- 13:
  - CC II
  - CCIII
- 15 & 20: NO CLASS, Professor traveling to the Parliament of the World’s Religions
- 22:
  - SB I, pp 14-28, William James
  - SB II, pp 29-36, Albert Schweitzer
- 27:
  - SB III, 49-59, Charles Taylor
  - SB IV, 59-62, Elizabeth Cady Stanton
- 29:
  - SB V, 65-82, Aristotle
  - SB VI, 107-111, Dietrich Bonhoeffer
- November 3:
  - SB VII, 124-128, C.S. Lewis
SB VIII, 153-166, Dorothy Day

- SB IX, 216-221, Heschel
- CC IV

10:
- CC V
- CC VI

12:
- CC VII
- CC VIII

17:
- CC IX

19: Group Presentation: Calling
24: Group Presentation: Listening
November 25-27: THANKSGIVING HOLIDAY
December 1: Group Presentation: Stories
3: Catch-up Day
December 7-11: FINAL EXAMS. The Life Review counts as the final exam for this course.
# Course Syllabus – Spring 2015

**Course Number and Title:** SLD 1310, 9:30am T/Th, *Concepts And Techniques Of Servant Leadership*

**Instructors:**
- Rachael Bain, N.Ed; Instructor
- Tim Palmer, Adjunct Instructor

**Contact Information**
- **Palmer:**
  - Office: Java City/Jay Rollins Library
  - Phone: 325-668-0626
  - Email: palmer.tim@mcm.edu
- **Bain:**
  - Office: Academic Enrichment Center
  - Phone: 325-793-4621
  - Email: rbein@mcm.edu

**Office Hours**
- **Palmer:** By Appointment
- **Bain:** By Appointment

## Course Overview

**Catalog Description:** A discussion of the nature, styles, and skills of servant leadership, utilizing historic and contemporary models and emphasizing moral roots of responsible leadership. Students will participate in a field experience in a service agency combined with reflection and discussion in small groups on issues in service leadership.

**Course Overview:** Servant leadership represents contemporary leadership theory and is the approach to leadership that is most effective in the long term motivation of people, changing circumstances, and actualizing vision. As a “real life” approach, it must be learned through experience (learning through doing) as well as through academic study (theory). This course is designed to provide theoretical learning in combination with experiential learning. Classes will focus on the theoretical dimension through lecture and discussion along with a focus on experiential learning in the context of preceptor groups. Additional experiential learning will take place through volunteer service experiences in the community.

**Pre-requisites:** none

## Course Objectives/Student Learning Outcomes:

**Objective:** Explore the historical, cultural, and/or practical elements of leadership.

**Outcome:** Students should be able to articulate Robert Greenleaf’s concept of servant leadership and contrast it with other leadership styles and should be able to articulate Peter Senge’s five disciplines.
Objective: Demonstrate understanding of leadership in personal contexts.
Outcome: Students should demonstrate leadership in a semester-long service learning assignment by completing required service learning activities and through positive evaluations from their peer group and group leader (preceptor).

Objective: Explore the historical, cultural, and/or practical elements of virtue.
Outcome: Students should be able to articulate Aristotle’s concept of virtue and contrast the essential nature of virtue ethics with at least one other recognized mode of moral reasoning.

Objective: Demonstrate understanding of virtuous behavior in personal contexts.
Outcome: Students should be able to articulate an understanding of each of the following leadership characteristics/qualities: integrity, respect, community, communication, ethics, innovation, vision, collaboration, stewardship, discipline.

Course Materials and Resources:

Required Course Materials:
- Servant Leadership Course Packet (can be picked up in the print shop located between the bookstore and the post office)
- An Overview of The Five Disciplines of Organizational Learning (These concepts are explained thoroughly in Peter Senge’s book listed under Recommended Reading, below). The overview of the disciplines may be found online at: http://www.senogroup.org/organizational_overview/

Course Policies:

Attendance: Class attendance is required. After two unexcused absences, the final grade will be reduced one step per absence. For example, an A will be reduced to an A-, an A- to a B+, etc.

Class participation: Students are expected to participate in class by attending class and preceptoral groups, completing all assignments, engaging in class discussions and group assignments, and completing assigned readings. Class lectures will be informed by, but will not necessarily repeat, information from assigned readings. Students will be responsible for assigned readings whether or not details from assignments are repeated in class. Participation includes attention and respect for others. Students who are actively engaged in class discussions and learning activities in both the large group and preceptoral group sessions will be counted present.

Grade Determination (explanations of assignments begin on page 3 of this syllabus):
- Two Group Presentations, 30% (15% each)
- Current Events/ Written Reflections/ Quizzes, 20%
- Service Learning, 30%
- Service Learning Self Evaluation, 20% (this is the final exam)

Make-up Work/Late Work: Make-up (late) work requires permission of the instructor and will only be granted in the event of unforeseen and unavoidable emergencies in the student’s life. Permission for submitting make-up work should be secured prior to the due-date of the assignment in question unless a documented emergency precludes seeking prior permission.
**Grading System:** 95-100 = A, 90-94 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 = C-, 67-69 = D+, 64-66 = D, 60-63 = D-, <60 = F.

**Academic Dishonesty:** Plagiarism or cheating in any form may result in (1) failure of the assignment or (2) failure of the course. Plagiarism includes using someone else's ideas or words and presenting these ideas or words as if they were one's own. Students should document sources and give credit to the authors of these sources. Moreover, plagiarism includes cutting and pasting someone else's work from the Internet or elsewhere without giving credit to the original author. Cheating – for the purposes of this course – is the use of any form of dishonesty in order to appear to achieve objectives or assignments for the course or to raise one's grade. Cheating also includes presenting someone else's work – in any form – as if it were one's own (e.g. copying off of another student's test) or allowing another student to copy one's own work.

**Special Needs:** McMurry University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no otherwise qualified student shall be denied the benefits of an education “solely by reason of a handicap”. If you have a documented disability that may impact your performance in this class and for which you may be requesting accommodations, you must be registered with and provide documentation of your disability to the Disability Services Office, located in President Residence Hall. Arrangements will be made for students needing special accommodations.

**Attendance and Attentiveness in Class:** Students are expected to be present in class and engaged in class discussions, lectures, and activities. Students will not be penalized for their first two unexcused absences. Thereafter, grades will be reduced 5 points on a 100 point scale for each unexcused absence. After five unexcused absences, students will be dropped from the course with a failing grade.

**Computers, Cell Phones, and other Electronic Devices:** Students are expected to be attentive during class. Students using cell phones, computers, or any other electronic devices in a manner that does not relate directly to the purposes of the course may be asked to leave the class and will be counted absent for the day. The instructors reserve the right to drop students from the course with a failing grade for any behaviors, including misuse of electronic devices, which detract from or hinder the learning environment of the classroom.

**Other Course Policies:** Students will be respectful of classmates, guest lecturers, and instructors at all times. This includes taking, whispering, or passing notes, etc. The instructors reserve the right to drop a student from the course with a failing grade for disruptive behavior.

**Major Projects, Required Activities, and Assignments:**
- **Group Presentations, 30% (15% each)**
  1. Each preceptor group will choose one company, recognized for its explicit dedication to practicing the principles of servant leadership. Conduct research on the company and present your findings to the class. Be creative. Your presentation may include skits, role plays, interviews, TV newscasts, PowerPoint presentations, etc. Worth 15% of final grade.
  2. Each preceptor group will do a presentation over their group project and how the group used servant leadership during the semester. Be creative. Your presentation may include skits, role plays, interviews, TV newscasts, PowerPoint presentations, etc. Worth 15% of final grade.
Group Projects will be graded as follows: The instructors will assign an overall grade for the group presentation. The group will also evaluate and assign a grade for each student in their group, based on the contribution that each student makes to the preparation for the presentation and the presentation itself. The preceptor will submit one grade for each student to the instructors. The group project grade for each student will be the average of the instructors’ grade for the group and the grade that each student receives from his/her group. Inevitably, some students choose not to contribute to the group effort in preparing and presenting projects. In such cases, the group may vote unanimously to fail the uncooperative student. In this case, the group grade will not be averaged with the instructors’ grade for the group; instead, the student in question will fail the project. Each group will be given the grading rubric in the beginning stages of the planning process.

- **Written Reflections/Current Events/Quizzes, 20%**, Every week there will be quizzes and/or writing prompts related to material presented in class, experiences students have had at their worksites, and material derived from your reading course pack. In addition, students will be required to identify real-life examples of Servant Leadership in action from the news, and bring these current events to Thursday discussions throughout the course of this semester. Students must be able to provide rationale as to how each current event relates to Servant Leadership.

- **Service Learning, 30%**, Each preceptor group will consistently serve for 24 hours at a worksite during the semester. Worksites will be assigned during the first two weeks of class. Students are required to complete 4 or more hours every two weeks starting with the third week of the semester to reach their 24 hours. Every two weeks each student will be given a 0, 1, 2, 3, or 4 depending on the number of hours completed during that time. If a student has no service hours within the two-week period, the student gets a zero (no credit).

- **Service Learning Self-evaluation, 20%, Due at time of Final Exam, 2014**
  - **Heading**: Include your name, your preceptor’s names, and your worksite
  - **Introduction**: Introduce your worksite, the kinds of services they offer, and the service you provided there this semester.
  - **Body**: (1) Describe the three most important lessons you learned about yourself as a servant leader. (2) Discuss two ways that you practiced personal mastery at your worksite. (3) What is a mental model that you had to overcome? How did you overcome it? (4) How did you practice shared vision and team learning at your worksite and/or with your preceptor group? (5) What would you change about the servant leadership that you provided at your worksite this semester? How would you change it?
  - **Conclusion**: Summarize how the service learning experience at your worksite contributed to your ability to be a better servant leader in the future.
Tentative Course Schedule: As noted in the course overview, Tuesdays will be devoted to lectures and content learning and Thursdays will involve active learning in preceptor groups.

Reading Key: ALL READING ASSIGNMENTS COME FROM SL COURSE PACK

Jan.  
13: Introduction to the Syllabus and to the Course
   - Begin work on our SL Learning Covenant

15: Introduction to Worksites and Preceptor Groups
   - Preceptor Groups and Service Projects
   - SL Learning Covenant
   - Scavenger Hunt!!

20: Servant Leadership 101: Semester in a Day
   - Greenleaf Definition Quiz #1

22: Preceptor Group: Meet with worksite supervisors at Aldersgate United Methodist Church or at the worksite.

27: Becoming Centered and Clarifying Values/meaning
   - PRIOR TO CLASS READ: S&B- pgs. 111- Buechner, “Vocation”
   - Writing Response Prompts Distributed (Paper due on Feb. 3)
   - Preceptor Group: Activity and Discussion

29: Clarifying Values/ Finding Meaning/ Discovering Purpose continued...
   - PRIOR TO CLASS READ: S&B- pgs. 386-395- Lowry from “The Giver”
   - Preceptor Group: Activity and Discussion

Feb.  
3: Greenleaf’s Essay on Servant Leadership
   - PRIOR TO CLASS READ: The Servant as Leader by Robert Greenleaf in “Fancy” Course Pack (first nine pages)
   - Turn in Response Paper #1
   - Greenleaf Definition Quiz #2
   - Preceptor Group: Activity and Discussion

5: Greenleaf’s Essay on Servant Leadership continued...
   - PRIOR TO CLASS REVIEW: The Servant as Leader by Robert Greenleaf in “Fancy” course Pack (first nine pages)
   - SL Hours Due
   - Preceptor Group: Activity and Discussion

10: Servant Leadership High 5
   - Greenleaf Definition Quiz #3
   - PRIOR TO CLASS REVIEW: http://www.solonline.org/ under the “organizational learning” tab. Give particular attention to disciplines number 3 and 4, and the links under them.
   - Preceptor Group: Activity (Musical bags or Tied in knots) and research and select business that embodies the principles of servant leadership.
12: Servant Leadership High 5 continued
   - PRIOR TO CLASS READ: http://www.solonline.org/ Give particular attention to discipline 5, and the links under it.
   - Preceptorial Group: Activity Begin working on Group Presentation

17: KICKBALL TOURNAMENT!!!!!!!!!! (Weather Permitting)

19: Preceptorial Group: Continue work on Group Presentation
   - SL Hours Due

24: Being the Change Group Presentations #1 & #2

26: Being the Change Group Presentations #3 & #4

March 3: Preceptorial Group: Debrief Group Presentations

5: Special Topic: Servant Leadership in Action (FDLLC field trip???)
   - SL Hours Due

March 9-13: SPRING BREAK

17: Dialogue
   - Greenleaf Definition Group Activity
   - Preceptorial Group: Activity and Practice

19: Dealing with Conflict
   - Preceptorial Group: Activity and Practice

24: Special Topic: Servant Leadership in Action (Local Community Leader)
   - A Reading from St. Matthew 20:20-28
   - Read the blog post: http://mendedministry.com/most-powerful-person/ found in "Fancy" Course Pack
   - Writing Response Prompt #2 Assigned
   - Preceptorial Group: Plan War Hawk Week of Action

26: Sacrificial Love
   - Preceptorial Group: Plan War Hawk Week of Action
   - Response Paper #2 Due
   - SL Hours Due

31: War Hawk Week of Action

April 2: War Hawk Week of Action

7: Qualities of the Servant Leader
   - PRIOR TO CLASS READ: Three Biographical Sketches from "Fancy" Course Pack
   - Writing Response #3 Assigned
   - Preceptorial Group: Epitaphs and Eulogies
9: Living and Leaving a Legacy
   - SL Hours Due
     Preceptorial Group: Activity and Discussion - What is Your Legacy?

14: Special Topic: Servant Leadership in Action (Vanessa Roberts-Bryan)
   - Response Paper #3 Due

16: Current Event Due
   - Final Greenleaf SL Definition Quiz
     Preceptorial Group: Prepare Service Learning Group Presentations

21: Movie

23: Movie
   - SL Hours Due
     Application of Servant Leadership Concepts to film
     Preceptorial Group: Prepare Service Learning Group Presentations

28: Service Learning Group Presentations 1, 2, 3

30: Service Learning Group Presentations 4 & 5

May 4-8: FINAL EXAMS (Service Learning Self-Evaluation counts as Final Exam)
   - Final Service Learning Hours Due
Appendix H.5:
McMurry University Syllabi

Course Syllabus – Spring 2015
THEORIES OF LEADERSHIP

Course Number and Title: SLD 3310, Theories of Leadership, MWF, 11:00-11:55
Instructor: Mark Waters, PhD

Contact Information
- Office: Old Main 110
- Phone: 326-793-4997
- Email: mwaters@mcm.edu

Office Hours:
- Monday: 8:30-10:30; 2:30-4:30
- Tuesday: Religious Life Office
- Wednesday: 8:30-10:30; 2:30-4:30
- Thursday: Religious Life Office
- Friday: 8:30-11:30; 2:00-3:30
- And by appointment each day

Course Overview
Catalog Description: A seminar style course focusing on recent research and literature in leadership. Emphasis will be placed on the mastery and implementation of key leadership theories with particular attention to principles of servant leadership.

Course Overview: This is a ‘seminar style’ course. Students will conduct literary research in the field and lead the class in the discussion, experience, and implementation of leadership principles. This approach requires students to practice the leadership skills that they are teaching in the seminar setting.

Prerequisites: SLD 1310 or permission of instructor; SLD 2310 recommended

Course Objectives/Student Learning Outcomes:

Objective: Students will learn classic and cutting edge leadership theories.
Outcome: Students will demonstrate working knowledge of contemporary theories through research papers and class presentations resulting from research. In addition, 80% of students will score 80% or higher on embedded final exam questions related to leadership theory.

Objective: Students will demonstrate the ability to practice skills associated with selected leadership theories.
Outcome: Students will demonstrate the ability to practice contemporary leadership principles through a service learning project and through class leadership activities.

Objective: Students will learn to serve others through developing deep listening skills.
Outcome: Students will demonstrate these skills through facilitating circles of trust.

Objective: Students will learn to serve others through developing dialogue facilitation skills.
Outcome: Students will facilitate dialogue in circles of trust, class presentations of research papers, and class activities of theories presented in papers.
Objective: Students will learn to serve others through planning and participating in a service learning project.
Outcome: Plan and implement a service project.

Course Materials and Resources:

Required Course Materials:
- Palmer, Parker J.  Let Your Life Speak: Listening for the Voice of Vocation.  San Francisco: Jossey-Bass, 2000. (Order from Amazon. It is less expensive there and I forgot to request that the campus bookstore order this book.)

Optional / Recommended Course Materials:

Course Policies:

Attendance: Students are expected to be present in class and engaged in class discussions, lectures, and activities. Students will not be penalized for their first two unexcused absences. Thereafter, students may be penalized up to 5 points per absence, dropped from the course with a WP, or dropped from the course with a WF at the discretion of the professor.

Class participation: Students are expected to participate in class by attending class, completing all assignments, engaging in class discussions and group assignments, and completing assigned readings. Participation includes attention. Personal conversations (whispering), text messaging, note passing, etc., are not acceptable. Students disrupting class may be asked to leave after one warning and will be counted absent for the day.

Grade Determination:
- Research paper and presentation of research findings to class (30%)
- Participatory learning activity based on the theory presented in the research paper (20%)
- Participation in class discussions and activities, (15%)
- Self-evaluation paper on service learning project (20%)
- Final Exam (15%)

Make-up Work/Late Work: This is a seminar-style course. The whole class is dependent upon students completing and presenting assignments on time. With the possible exception of verified emergencies, make-up work will not be possible and a 0 (zero) will be assigned for paper presentations that are not ready on the due date. Research papers are due 48 hours prior to the scheduled presentation in order to give everyone time to read the paper in advance. Papers are to be distributed to the entire class and to the professor.
either hard copy or via email. Ten points will be deducted from papers not distributed during the prior class period. Thirty points will be deducted from papers that are distributed on the date of presentation. Once again, a zero will be assigned if the presentation is not ready on the assigned date.

**Grade System:** 95-100 = A, 90-94 = A-, 87-89 = B+, 84-86 = B, 80-83 = B-, 77-79 = C+, 74-76 = C, 70-73 = C-, 67-69 = D+, 64-66 = D, 60-63 = D-, <60 = F.

**Sensitivity in Communication and Gender Inclusive Language:** Servant leadership assumes respect for all people. Our use of language reflects and forms how we think and, on some level, how we treat others. Patriarchal, gender exclusive communication diminishes others. No matter how innocent exclusive language may be, it nonetheless contributes, in small or large ways, to the destructiveness and oppression perpetuated by patriarchal culture. Thus, students will use inclusive language in all oral communication and written assignments pertaining to this course. Moreover, sensitivity in communication requires respect for human differences such as race, ethnicity, sexual orientation, age, physical differences, and so on. Respect for difference implies identifying people in the way that they want to be identified. This is not simply a matter of political correctness, it is a matter of respect.

**Academic Honesty:** Plagiarism or cheating in any form may result in (1) failure of the assignment or (2) failure of the course. *Plagiarism* includes using someone else’s ideas or words and presenting these ideas or words as if they were one’s own. Students should document sources and give credit to the authors of these sources. Moreover, plagiarism includes cutting and pasting someone else’s work from the Internet or elsewhere without giving credit to the original author. *Cheating* is the use of any form of dishonesty in order to appear to achieve objectives or assignments for the course or to raise one’s grade. *Cheating* also includes presenting someone else’s work – in any form – as if it were one’s own (e.g., copying off of another student’s test) or allowing another student to copy one’s own work.

**Special Needs:** McMurry University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no otherwise qualified student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your performance in this class and for which you may be requesting accommodation, you must be registered with and provide documentation of your disability to the Disability Services Office, located in Old Main Room 102. Arrangements will be made for students needing special accommodations.

**Major Projects, Required Activities, and Assignments:**

**Research Paper and Academic Presentation (30%)**: The paper is to be a minimum of 15 pages using the style guide recognized by your major (preferably use the Turabian/Chicago manual for writers unless your major requires another style guide such as APA or MLA. In such cases, use the style guide required by your major).

- This paper is technically a “literature review,” not an argument based on a thesis statement. A purpose statement, therefore, will function as the thesis statement in the introductory paragraph.

- Review and report on the literature in the field of leadership related to a particular theory of leadership. Consult sources, including primary sources, which explain the theory. Also consult
sources that critique the theory. The paper is a report of your finding in the literature/sources relevant to the theory. Note the section, below, about sources.

- **Research Sources:** (a) **Primary Sources:** A primary source is a book, paper, or journal article written by the person(s) who developed the theory of leadership on which you are writing. Use any primary sources that are available related to your topic. For example, works cited in a paper on situational leadership should include books and/or articles written by Blanchard, Hershey, et. al. Works cited for a paper on transformational leadership should include books Bums, Kouzec, Posner, et. al. The textbook for the course is an excellent resource for finding primary sources for each theory. The textbook itself is a secondary source. (b) **Secondary Sources:** Legitimate sources include leadership books and textbooks, books about the specific leadership theories, academic journals, and carefully evaluated websites. Do **not** use Wikipedia, although citations in Wikipedia may be helpful in guiding you to other sources. Be cautious about the bias of websites promoting a particular leadership theory (i.e. understand that they are written with a specific bias). Books and journal articles are preferable, but web resources are allowable if they are clearly legitimate academically. (c) Use a minimum of three secondary sources and three primary sources. Interlibrary loan may be necessary to secure the needed books. Start your research early.

- Include a section in the paper that compares and contrasts the leadership theory being investigated with Robert Greenleaf’s description of servant leadership in The Servant as Leader. How can the theory that you are researching be applied while also expressing the values of servant leadership?

- On the day of your presentation, provide a one-page handout to everyone in the class summarizing the leadership theory described in your paper. The handout should include at least five open-ended discussion questions.

- **Rubric for grading the paper**
  - Up to 75 points for the paper:
    - a) **Followed instructions:** Up to 10 points (i.e. number of sources, pages, etc., required in the syllabus)
    - b) **Used proper form and style** (Use the style guide for your major. Religion & Christian Ministry majors must use Chicago. Interdisciplinary studies majors with a Servant Leadership cognate also use Chicago.): Up to 20 points (minus one point for each infraction)
    - c) **Review of primary and secondary sources related to a specific theory of leadership:** Up to 40 points for the thoroughness of the review.
    - d) **Application of Conclusion(s):** Up to 5 points for your analysis of the value or applicability of the leadership theory you reviewed.

- **Up to 25 points for the in-class presentation of the paper:**
  - a) **Clear presentation of research:** Up to 15 points
  - b) **Engage class in a discussion about the theory:** Up to 10 points

**Participatory Learning Activity (20%):** Each student will lead the class in a learning activity that demonstrates the leadership theory described in his/her research paper. Learning activities will take place during the class period following the date of the academic presentation. This assignment is distinct from the academic discussion of the theory when the paper is presented. Involve the class in an activity that demonstrates and teaches the leadership theory under consideration.
Participation in class discussions and activities (15%)

**Service Learning** (20%): As a class, develop and lead a service project during the semester. Possible projects will be discussed in class. Individual grades for the service learning project will be determined by a written self-evaluation that is due on April 29. The self-evaluation should include reflections on (a) the leadership theory or theories you used to help the group fulfill the project, (b) what you learned about yourself as a leader, (c) what you learned about your ability to be a contributing follower on a team, (d) what you would change about the leadership or followership you offered during the semester. Although I hope that the service project provided by the class is effective, you will not be graded on the effectiveness of the project. You will be graded on what you learn about applying a leadership theory and what you learn about yourself as a leader and follower expressed in a, b, c, and d, described above.

**Final Exam** (15%)

*Reading Key:* N = Northouse, G = Greenleaf, P = Palmer; *Reading assignments are to be read PRIOR to the class period for which they are listed.*

**January**
- 12: Introductory Material
  - Background material to assist students in determining research and presentation topics. Video: 10 Leadership Theories in 5 Minutes ([https://www.youtube.com/watch?v=XKUPDUDOBVg](https://www.youtube.com/watch?v=XKUPDUDOBVg))
- 14: Develop presentation schedule
- 16: Develop a class service project (Educational objective: practice distributed leadership and distributed followership, practice the development of a shared vision, practice teamwork, and offer service. Although the service project will be accomplished outside of class, several class sessions throughout the semester will be devoted to project planning and preparation.)
- 19: Martin Luther King, Jr. Holiday
- 21: Introduction to deep listening and circles of trust. (Review for students who have completed SRLD 2310, *Formation in Servant Leadership*)
- 23: Finding Your Own Voice, read chapters 1-2 of *P* prior to class.
- 26: Finding Your Way, read chapters 3-4 of *P* prior to class.
- 28: Helping Others to Find Their Voice: Leading from Within, read chapters 5-6 of *P* prior to class.
- 30: Circle of Trust: Finding Your Own Voice and Helping Others to Find Theirs (Note Covey’s 8th Habit)

**February**
- 2: Introduction to Leadership Theory, read *N* chs 1-2 prior to class
- 4: Introduction to Leadership Theory, read *N* ch 3 prior to class
- 6: Work on: Service Project
- 9: In lieu of class, attend Mark Murry’s Skyes-Mauldin, Lectures today and tomorrow (2/9 & 2/10).
  - February 9:
    - 6:30-8:00 p.m., Lecture (Location to be announced)
  - February 10:
    - 11:00-12:00 a.m. (Chapel in Old Main Auditorium)
    - Noon or afternoon discussion with Religion, Christian Ministry, Pre-Ministry students
- 6:30-8:00 p.m., Second Lecture

11: Class dismissed because of Sikes-Malugin Lectures
13: Work on Service Project
16: Introduction to Leadership Theory, read Chapters 4 prior to class
18: 1st Paper Presentation
20: 1st Learning Activity
23: 2nd Paper Presentation
25: 2nd Learning Activity
27: 3rd Paper Presentation

March
2: 3rd Learning Activity
4: (seminary tour)
6: (seminary tour)
9-13 Spring Break
16: 4th Paper Presentation
18: 4th Learning Activity
20: Work on Service Project
23: 5th Paper Presentation
25: 5th Learning Activity
27: 6th Paper Presentation
30: 6th Learning Activity

April
1: Circle of Trust
3: Easter Holiday
6: Easter Holiday
8: 7th Paper Presentation
10: 7th Learning Activity
13: 8th Paper Presentation
15: 8th Learning Activity
17: 9th Paper Presentation
20: 9th Learning Activity
22: 10th Paper Presentation
24: 10th Learning Activity
27: 11th Paper Presentation
29: 11th Learning Activity

(Service Learning self-evaluations due)

May
1: Discuss service learning self-evaluations
4-8 Final Exams

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<thead>
<tr>
<th>Major/minor/program/departmental standards met by this course (from curricular map)</th>
<th>Related student outcome/performance objective</th>
<th>Measurement tool and expected standard</th>
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<tbody>
<tr>
<td>Students will acquire a solid basis for future lives of leadership. (This standard and the ones below are adapted)</td>
<td>Objective: Students will learn classic and cutting edge leadership theories.</td>
<td>Expected Standard: Students know and understand</td>
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<td>Objective: Students will demonstrate the ability to practice skills associated with selected leadership theories.</td>
<td>Expected Standard: Students will demonstrate these skills in the development and implementation of a service learning project and in leading class exercises. Measurement Tool: A set of rubrics accounting for each skill associated with the selected leadership theories will be developed and utilized each time the course is offered. 80% of students will successfully accomplish at least 80% of the rubrics.</td>
<td>Students will acquire a solid basis for future lives of service.</td>
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| Students will acquire a solid basis for future lives of service. | Students will learn to serve others through developing dialogue facilitation skills. | Effective servant leadership.
Measurement tools: Rubric of 8 elements that addresses the listening skills taught in the course. 80% of students will successfully accomplish at least 80% of the rubrics. |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Students will acquire a solid basis for future lives of service. | Students will learn to serve others through planning and participating in a service learning project. | Expected Standard: Develop and implement a service learning project.
Measurement tools: Fulfillment, on a scale of 1 to 10, of specific objectives set by the organization for which the |
| Service learning project is developed. 80% of students will fulfill each objective by scoring at least an 8 on each objective on a scale of 1-10. |
## Appendix I:
Blank Ranking Tables

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<thead>
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<th>OPTIONS</th>
<th>Theory</th>
<th>Hands-On Training</th>
<th>Importance of Transcript</th>
<th>Mission-Building</th>
<th>Student-Friendly</th>
<th>ROI</th>
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<td>III</td>
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<td>VIII</td>
<td>Graduate Master of Arts in Servant Leadership</td>
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<td>IV</td>
<td>CORE Servant Leadership Component</td>
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<td>VI</td>
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<td>VII</td>
<td>Servant Leadership Residential Experience</td>
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<td>Graduate Master of Arts in Servant Leadership</td>
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