



School of Advanced Leadership Training
CHM3320/MIN5320 DYNAMICS OF SERVANT LEADERSHIP
Syllabus
2 Units

Hope International University
2500 E. Nutwood Avenue
Fullerton, CA 92831
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CHM2210/MIN5310

COURSE DESCRIPTION

This 5-week course introduces the principles and practice of servant leadership. What is a servant leader? Why would we choose to be servant leaders? How does a servant leader function in the life of the church and in the world to which Christ sends us?

HOPE INTERNATIONAL UNIVERSITY MISSION

Hope International University empowers students through Christian higher education to serve the Church and impact the world for Christ.

SALT VISION

Through the *School of Advanced Leadership Training (SALT)* Hope International University partners with churches and other Universities to develop effective servant leaders. The title “SALT” evokes Jesus’ reminder that his disciples should be “the salt of the earth”(Matthew 5:13).

SALT courses promote your *biblical, professional, and personal development*. Through courses focusing on “Biblical Development,” you gain a working knowledge of the Christian Scriptures, interpretive methods for “correctly handling the word of truth” (2 Timothy 2:15), and guidance in applying God’s word in your daily lives. Through courses focusing on “Professional Development,” you gain practical insights and skills for fruitful ministry. Courses focusing on “Personal Development” promote emotional health, personal maturity, and growth in your relationships with God and others.

MAJOR COURSE GOALS AND OBJECTIVES

Goal: You will be able to articulate a biblically based theology of servant leadership as the framework for effective ministry

Objective: You will explore key elements of Jesus' teaching regarding leadership, including leadership as servanthood, shepherding, and stewardship.

Objective: You will explore the ramifications for leadership of other biblical truths, such as the empowering work of God's Holy Spirit and the doctrine of spiritual gifts

Objective: You will consider the models for leadership provided by Jesus himself, the Apostle Paul, and other servants of God.

Goal: You will be able to discuss the nature of leadership, including the elements of power and authority

Objective: You will critically assess various leadership styles and philosophies, including your own, in terms of effectiveness and the demands of Christian discipleship.

Objective: You will evaluate various leadership styles and approaches according to their appropriateness for a given circumstance.

Goal: You will be able to identify some careful thinkers in the field of servant leadership, as well as resources for continuing personal and professional growth.

Objective: In addition to the biblical witness, you will read and interact closely with some of the writings of James Autry, Robert Greenleaf, and others.

Objective: You will be exposed to additional resources during class discussions and through the Select Bibliography included in this course syllabus.

ONLINE COURSE FORMAT

Hope International University offers this course online, via the World Wide Web (supplemented by textbooks and electronic mail), through the assistance of *eCollege*, an online learning software and services provider based in Denver, Colorado. You access course materials by entering Hope's website (www.hiu.edu), using the Quick Link to *HopeOnline Log-in*, and then clicking on the link to CHM3320/MIN5320. Mr. Mike Jolly, HIU's Director of Learning Technology, will contact each student enrolled in the course, providing instructions and passwords needed to enter *HopeOnline*. The *HopeOnline* site contains a Student Orientation Tutorial designed to equip you for online study.

The course extends for 5 weeks (7 weeks for graduate students) with each "course week" beginning on a Tuesday. A new unit opens each Tuesday, allowing you access to assignments and other course materials pertaining to that week. Generally, the units remain open through the end of the course, so that you may review earlier units anytime you wish.

You should complete the various readings and assignments in the order in which they are presented. However, the format does allow some flexibility for you to modify your approach or

even to work ahead.

You are not required to be online at the same time as your classmates. However, you should check in regularly (preferably at least 4 times per week) to access new materials, submit assignments, and/or participate in ongoing threaded discussions.

Required Acrobat Reader

To view and print handouts in your online course, you must have Acrobat Reader 4.0 or higher installed on your computer. If you lack this program, please follow these steps to download it:

1. Click <http://www.adobe.com/products/acrobat/readstep2.html> to access the Acrobat Reader download web page.
2. Read and complete the download instructions.

COURSE APPROPRIATE COMMUNICATION

Guidelines for general e-mail communication. Being actively involved with your online courses, and in regular communication with other students and your instructors by e-mail and threaded discussion is essential to your academic success. However, especially when choosing to e-mail your entire class group, the content of the messages should be relevant to course material and supportive of others. At times, personal messages requesting prayer or offering encouragement can be appropriate. However, forwarding “junk mail” or sending messages of personal interest to you simply clutter up an already very busy course schedule.

Guidelines for Threaded Discussions. If we met in class, we could discuss the topics verbally. The threaded discussion dialogues replace classes. The topics are designed to stimulate discussion of our readings and deepen our understanding of them.

Dialogue etiquette requires that posts be no longer than 200 words. The focus is on careful thinking about the material assigned for the week.

Evaluation of dialogue considers a balance of quality and quantity. Dialogue is a process rather than an assignment. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students.

ACADEMIC SUPPORT

Several forms of help are available to you to address problems you encounter.

Course Issues

Contact your instructor for anything related to assignments, expectations, or other curricular matters.

Technical Support for HopeOnline

If you have trouble accessing the online system, can't get a lecture to play, or have difficulties accessing part of your course, please use the following resources:

- HelpDesk by e-mail: helpdesk@hopeonline.edu
- HelpDesk by telephone: (303) 873-0005 (24 x 7)
- Student Orientation Course—see the Special Courses link on your login page.

Continued or Unresolved Issues

If your problem is not resolved or you do not receive reasonable service, please contact the SALT Director, Mr. Frank Baresel at (800) 762 1294 ext.3561.

COURSE REQUIREMENTS

You may enroll in this *SALT* course for audit, undergraduate credit, or graduate credit. Course requirements vary for each level, as described below.

Audit Students (No Credit) Audit students enroll in the course for personal enrichment without seeking University credit. They are given access to all course materials, and may participate in group discussions and any other learning activities (readings, exercises, etc.). The University *recommends* that they complete as many undergraduate assignments as possible because those learning activities will greatly increase the value of the course. However, audit students are *not required* to submit assignments and do not receive a final grade.

Undergraduate Credit (Bachelor’s Level) Students enrolled in the course for undergraduate credit must complete all assignments designated for “all students” or for “undergraduate credit” (see below). They will have a final grade recorded on their University transcript.

Graduate Credit (Master’s Level) Students enrolled in the course for graduate credit must complete all assignments designated for “all students” or for “graduate credit” (see below). They will also have a final grade recorded on their University transcript. Graduate students must complete additional readings and assignments beyond those required for undergraduates. Accordingly, graduate students receive an additional two weeks to complete those assignments (see the Course Schedule, which appears below).

Course Requirements: Credit students must complete *all* of the following requirements in order to receive a passing grade:

A. Attendance. You are not required to be online at the same times as your classmates. However, you should check in regularly (at least four times per week) to access new materials, submit assignments, and/or participate in ongoing threaded discussions. By monitoring students’ user activity, the Instructor tracks each student’s “attendance” or participation.

B. Reading Assignments. Carefully complete all assigned readings because they will contribute greatly to your understanding and will supplement the online presentations. The texts *required* for this course are as follows.

Audit and Undergraduate Credit

- *The Bible*
- Miller, Calvin. *The Empowered Leader: Ten Keys to Servant Leadership*. Broadman & Holman, 1997 (240 pages)
- Other readings as assigned (and posted online) from time to time.

Graduate Credit

- *The Bible*
- Autry, James A. *The Servant Leader: How to Build a Creative Team, Develop Great Morale, and Improve Bottom-Line Performance*. Three Rivers Press, 2001 (266 pages)
- Miller, Calvin. *The Empowered Leader: Ten Keys to Servant Leadership*. Broadman & Holman, 1997 (240 pages)
- Nouwen, Henri. *In the Name of Jesus: Reflections on Christian Leadership*. Crossroad Publishing, 1993 (107 pages)
- Selected readings from Robert Greenleaf's *The Power of Servant Leadership*. Berrett-Koehler, 1998.
- Other readings as assigned (and posted online) from time to time.

You are urged to purchase personal copies of these texts for use in this course and for future reference.

The Course Schedule (see below) includes specific readings for specific units. You should complete these readings on schedule so that you will be prepared for related assignments and examinations. You may read ahead if you wish.

C. Reading Logs (Graduate Students Only). Graduate students must prepare a 2-page Reading Log for each of the three main textbooks for this course. Reading Logs are double-spaced written responses to the course readings. The Logs should not simply summarize the book's contents, but should highlight and discuss three or four key elements from each reading. They should demonstrate your own critical analysis and thought concerning the material. A Sample Reading Log appears on the course website under the "Grad Students" link.

D. Lectures. The course includes audio lectures linked to Microsoft PowerPoint presentations, and outlines for each lecture. You may want to download the outlines, and use them for taking notes as you listen to the lectures. Careful attention to the lectures and readings will prepare you to complete the Exercises and major assignment included in the course.

E. Threaded Discussions. Each course week includes TWO threaded discussions focused on topics related to the course. You should check in regularly (at least 4 times per week) to contribute to these ongoing discussions. The discussions are a great place to ask questions, clarify issues, and share insights. Please see the "Guidelines for Threaded Discussions" noted earlier under Course Appropriate Communication.

Note that there will be a Threaded Discussion for those who are auditing the course or taking it for undergraduate credit and a separate Threaded Discussion for those taking the course for graduate credit. This separation is because the reading schedules are quite

different. You only need to participate in the Threaded Discussion each week that matches your level of involvement in the course.

F. Exercises. This course contains a series of short Exercises (one each week) designed to help you master the concepts embodied in this course. Instructions for completing these Exercises appear in appropriate parts of the course website.

G. Final Paper. Credit students must complete a Final Paper. Guidelines for completing this assignment appear under Week Five of the course website.

Audit and Undergraduate Credit

In 7 pages, describe what you consider to be the three most important characteristics of a servant leader. Provide a biblical foundation for each quality, and describe some of the practical implications of each quality for your local church setting.

Graduate Credit

In 15 pages, describe what you consider to be the three most important characteristics of a servant leader. *Provide a strong biblical foundation for each quality.* Carefully explain why you elevate these particular three features, drawing upon the course readings from Autry, Miller, Nouwen, and Greenleaf. Include two or three practical implications of each quality for your local church setting.

TIME REQUIREMENTS

Dynamics of Servant Leadership is prepared according to *Hope's* standards for accredited, University-level, accelerated courses for adults. Although individual time requirements will vary, the average student should be able to complete the course requirements within the following timeframe:

Undergraduate Credit Assignments	Minutes	Graduate Credit Assignments	Minutes
Threaded Discussions 5 x 60 minutes	300	Threaded Discussions 5 x 60 minutes	300
5 Exercises (2-3pp each) x 150 minutes	750	5 Exercises (2-3pp each) x 150 minutes	750
Final Essay (7pp)	630	Final Essay (15pp)	1350
Reading 240 pages x 2 minutes	480	Reading 700 pages x 2 minutes	1400
-	-	Reading Logs 3 x 60 minutes	180
Lectures 15 x 15 minutes	225	Lectures 15 x 15 minutes	225
Student Introductions, Bible Insights, Course Evaluation 30 + 25 + 25 minutes	80	Student Introductions, Bible Insights, Course Evaluation 30 + 25 + 25 minutes	80

TOTALS	2465 (41 hours)		4285 (72 hours)
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On average, an undergraduate student should plan to devote about 8 hours of serious study per week to this course (8 hours x 5 weeks = 40 hours total).

A graduate student should devote about 11 hours per week to the course (11 hours x 7 weeks = 77 hours total).

GRADING

Each graded assignment has a numerical value. You may earn up to 1000 points for the entire course.

Undergraduate Credit Assignments	Points	Graduate Credit Assignments	Points
Threaded Discussions 5 discussions x 40 points	200	Threaded Discussions 5 discussions x 40 points	200
Exercises (2-3 pages each) 5 exercises x 80 points	400	Exercises (2-3 pages each) 5 exercises x 50 points	250
Final Essay (7pp)	400	Final Essay (15pp)	400
-	-	Reading Logs 3 logs x 50 points	150
TOTALS	1000		1000

Final Grades for the Course

Grade	Points
A	900–1000
B	800–899
C	700–799
D	600–699
F	0–599

Assignment Grades. Grades for the various types of assignments will be awarded according to the following criteria:

A. Threaded Discussions. You receive points for meaningful and serious interaction with others in the weekly Threaded Discussions.

B. Weekly Exercises. Weekly exercises for *Dynamics of Servant Leadership* are primarily reflective or analytical in nature, rather than research pieces. You are expected to think through the issues raised in the reading and lectures, and apply those insights to your life and ministry. Such work requires *insight, discernment, clarity, precision, and*

critical analysis. Critical analysis is particularly important *in all assignments.*

Format for Written Assignments. Please prepare written assignments according to the following instructions:

1. Assignments should include your name, the name of the course, the title of the assignment, and the due date.
2. All assignments should be double-spaced, Times New Roman 12, with one-inch margins.
3. If you directly quote an author, place quotation marks around short quotes and use block quotes (single spacing and indentation) for longer passages. At the end of the quote, include the author's surname and the page(s) on which the quote is found in parentheses. [EXAMPLE: (Miller, 43-44)] For quotes from the Bible, simply include the book, chapter and verse. [EXAMPLE: (Matthew 16:20)]

D. Final Paper. Instructors will use the grading rubrics at the end of this syllabus to evaluate the Final Papers. The Graduate Ministry Department will treat the graduate assignment as a portfolio project for students pursuing the Master of Arts degree.

ASSIGNMENT DEADLINES, EXTENSIONS, AND WITHDRAWAL

Late Assignments and Extensions. Due dates for all assignments appear on the Course Schedule (see below) and on the course website. Grades for written assignments may be reduced by one full letter per day if projects are submitted after the due date.

Extensions for reasons of personal hardship or misadventure should be requested of the instructor (by e-mail) *before* the due date. When granted, no penalty will be applied for the period of the extension.

Incompletes and Withdrawals. Any "Incomplete" or "Withdrawal" petition must be submitted prior to the start of the 4th week of the course. Without a signed petition, you will receive the grade earned according to the above measures.

ACADEMIC INTEGRITY

The principle rule of academic integrity is that each member of the University community will do their own work, executed to the best of their own ability, exclusively for the assignment for which it is presented. Because Hope International University seeks to develop mature Christian leaders and scholars, the University acknowledges the principle of academic integrity. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to the University's educational objectives and your best interests. Breaches of academic integrity will have an adverse impact on the grade of the relevant assignment.

COURSE SCHEDULE

PRELIMINARIES

- Syllabus
- Textbooks
- Online Tutorial
- Student Introductions

WEEK ONE

- Introduction
- Bible Insight
- Discussion #1 (Audit & Undergraduate)
- Discussion #1 (Graduate)
- Lecture 1: Defining Christian Leadership
- Lecture 2: Leadership Styles
- Reading
 - Audit and Undergraduate Credit
Read Miller, *Introduction*, *Key 1*, and *Key 2* (pp.1-42)

 - Graduate Credit
Read Miller, *Introduction*, *Key 1*, *Key 2*, *Key 3*, *Key 4*, *Key 5*, and *Key 6* (pp.1-116)
- Exercises
 - Audit and Undergraduate Credit
Exercise U1: Write 2 pages in which you analyze your own leadership “style” (see Lecture 2). What is your dominant style? What do you think may be some of the strengths and weaknesses of this leadership style?

 - Graduate Credit
Exercise G1: Write 3 pages in which you analyze your own leadership “style” (see Lecture 2). What is your dominant style? What do you think may be some of the strengths and weaknesses of this leadership style? Though we have not yet discussed servant leadership, briefly speculate how this style might blend or clash with it.
- Mentor Notes

WEEK TWO

- Introduction
- Bible Insight
- Discussion #2 (Audit & Undergraduate)
- Discussion #2 (Graduate)
- Lecture 3: Leadership Philosophies
- Lecture 4: Power versus Authority in Leadership
- Lecture 5: Five Levels of Leadership
- Lecture 6: Greenleaf’s Maxims of Servant Leadership
- Reading

Audit and Undergraduate Credit

Read Miller, *Key 3*, and *Key 4* (pp.43-74)

Graduate Credit

Read Miller, *Key 7*, *Key 8*, *Key 9*, *Key 10* (pp.117-206)

Read Autry, *Part One* (pp.1-36)

▪ **Exercises**

Audit and Undergraduate Credit

Exercise U2: Write 2 pages in which you discuss the Robert Greenleaf quote – the last slide of Lecture 3. How might we reconcile the idea of serving others to help them grow personally, and achieving organizational goals as leaders?

Graduate Credit

Exercise G2: Write 3 pages in which you discuss the Robert Greenleaf quote – the last slide of Lecture 3. How might we reconcile the idea of serving others to help them grow personally, and achieving organizational goals as leaders? Can such a servant—as defined by Greenleaf—really be a leader?

▪ **Mentor Notes**

WEEK THREE

▪ **Introduction**

▪ **Bible Insight**

▪ **Discussion #3 (Audit & Undergraduate)**

▪ **Discussion #3 (Graduate)**

▪ **Lecture 7: Jesus as a Model for Leadership**

▪ **Lecture 8: The Leader as “Servant”—A Biblical Analysis**

▪ **Reading**

Audit and Undergraduate Credit

Read Miller, *Key 5*, and *Key 6* (pp.75-116)

Graduate Credit

Read Autry, *Part Two & Part Three* (pp.37-154)

▪ **Exercises**

Audit and Undergraduate Credit

Exercise U3: Write 2 pages in which you expand on Lecture 7 – Jesus as a Model for Leadership. Beyond the 6 descriptions presented in the lecture, what else makes Jesus stand out as a servant, in light of your reading and discussion thus far?

Graduate Credit

Exercise G3: Write 3 pages in which you expand on Lecture 7 – Jesus as a Model for Leadership. Beyond the 6 descriptions presented in the lecture, what else makes Jesus stand out as a servant, in light of your reading and discussion thus far?

- **Mentor Notes**

WEEK FOUR

- **Introduction**
- **Bible Insight**
- **Discussion #4 (Audit & Undergraduate)**
- **Discussion #4 (Graduate)**
- **Lecture 9: Elliston's Biblical Values for Leaders**
- **Lecture 10: Leadership as Servanthood, Shepherding, and Stewardship**
- **Lecture 11: Leadership *from* Security or *for* Security?**
- **Reading**

Audit and Undergraduate Credit

Read Miller, *Key 7*, and *Key 8* (pp.117-154)

Graduate Credit

Read Autry, *Part Four* (pp.155-252)

- **Exercises**

Audit and Undergraduate Credit

Exercise U4: In 2 pages, describe some of the changes that you are sensing might be helpful in your own life to grow more as a servant leader.

Graduate Credit

Exercise G4: In 3 pages, describe some of the changes that you are sensing might be helpful in your own life to grow more as a servant leader. Demonstrate your grasp of servant leadership principles from the readings and lectures, by incorporating them into this short paper.

- **Mentor Notes**

WEEK FIVE

- **Introduction**
- **Bible Insight**
- **Discussion #5 (Audit & Undergraduate)**
- **Discussion #5 (Graduate)**
- **Lecture 12: Leadership & the Holy Spirit**
- **Lecture 13: The Temptations of Leadership**
- **Lecture 14: Leadership as Listening (to God and Others)**
- **Lecture 15: Leadership and the Priesthood of All Believers**
- **Reading**

Audit and Undergraduate Credit

Read Miller, *Introduction*, *Key 9*, and *Key 10* (pp.155-206)

Graduate Credit

Read Nouwen, *whole book* (pp.1-101)

- **Exercises**

- Audit and Undergraduate Credit

- Exercise U5:** In 2 pages, discuss your reactions to Lecture 12 – Leadership & the Holy Spirit.

- Graduate Credit

- Exercise G5:** In 3 pages, discuss your reactions to Lecture 12 – Leadership & the Holy Spirit. What, if anything, was new to you? How compatible with servant leadership is this approach to the gifts of the Spirit? Why?

- **Mentor Notes**

- **Final Paper**

- Audit and Undergraduate Credit (due at the end of Week 5)

ADDITIONAL REQUIREMENTS FOR GRADUATE STUDENTS

- **Reading Logs**

- Graduate Credit (due at the end of Week 7)

- Graduate students must prepare a 2-page Reading Log for each of the three books read for this course. Reading Logs are double-spaced written responses to the course readings. They should not simply summarize the book's contents, but highlight and discuss three or four key elements learned through each reading. They should demonstrate your own careful analysis and interaction with the material.

- **Final Paper**

- Graduate Credit (due at the end of Week 7)

SUGGESTED ADDITIONAL RESOURCES FOR FURTHER STUDY

Blackaby, Henry and Richard. *Spiritual Leadership: Moving People on to God's Agenda*. Broadman & Holman, 2001.

Blanchard, Ken, and Phil Hodges. *The Servant Leader: Transforming Your Heart, Head, Hands & Habits*. J Countryman (a Division of Thomas Nelson, Inc.), 2003.

Block, Peter. *Stewardship: Choosing Service Over Self-Interest*. Berrett-Koehler, 1993.

DePree, Max. *Leading Without Power: Finding Hope in Serving Community*. Jossey-Bass, 1997.

Fraker, Anne T., and Larry C. Spears, eds. *Seeker and Servant: Reflections on Religious Leadership. The Private Writings of Robert K. Greenleaf*. Jossey-Bass, 1996.

Greenleaf, Robert K. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Paulist Press, 1977.

Kruse, Colin G. *New Testament Models for Ministry: Jesus and Paul*. Thomas Nelson, 1985.

McKenna, David L. *Power to Follow, Grace to Lead: Strategy for the Future of Christian Leadership*. Word Books, 1989.

Richards, Lawrence O., and Hoeldtke, Clyde. *Church Leadership: Following the Example of Jesus Christ*. Ministry Resources Library, 1988.

Wilkes, C. Gene. *Jesus on Leadership: Discovering the Secrets of Servant Leadership from the Life of Christ*. Tyndale House, 1998.

GRADING RUBRIC

*Final Paper
(Undergraduate Assignment)*

Student: _____

Evaluator: _____

Evaluation Criteria	Score	Comments
<i>FORM (0-40 points)</i>		
Spelling, Grammar, and Writing Style (0-20)		
Bibliography and Citation Format (0-10)		
Length, Font, Spacing, Margins, and General Form (0-10)		
<i>CONTENT (0-360 points)</i>		
Clearly identifies THREE important characteristics (0-90 points)		
Provides a good biblical foundation for each of the THREE characteristics (0-180 points)		
Describes some practical implications of each quality for the local church setting (0-90 points)		
<i>TOTAL SCORE (0-400 points)</i>		

Letter-grades are determined as follows:

361-400 (A); 321-360 (B); 281-320 (C); 241-280 (D); below 241 (F)

GRADING RUBRIC

*Final Paper
(Graduate Assignment)*

Student: _____

Evaluator: _____

Evaluation Criteria	Score	Comments
<i>FORM (0-40 points)</i>		
Spelling, Grammar, and Writing Style (0-20)		
Bibliography and Citation Format (0-10)		
Length, Font, Spacing, Margins, and General Form (0-10)		
<i>CONTENT (0-360 points)</i>		
Clearly identifies THREE important characteristics (0-60 points)		
Provides a strong biblical foundation for each of the THREE characteristics (0-180 points)		
Integrates the readings from the course appropriately (0-60 points)		
Describes two or three practical implications of <i>each quality</i> for the local church setting (0-60 points)		
<i>TOTAL SCORE (0-400 points)</i>		

Letter-grades are determined as follows:

361-400 (A); 321-360 (B); 281-320 (C); 241-280 (D); below 241 (F)