CL 610 Theology of Servant Leadership

Daryl L. Smith

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Welcome to Theology of Servant Leadership. The biblical narrative provides ample understanding of what makes leadership Christian. Whether one follows the models of the kings and prophets or the kenosis of Christ and the subsequent Christ followers, the Christian leader is called to a distinctly different style of leadership. During this course you will be exposed to the principles and practices that nurture life-long servanthood. We will also examine and seek to practice Christian community as the crucible for authentic Christian leadership. Thus, we will have a great time of both learning content and building relationships—directly applying our learnings to our ministry settings.

Learning Goals

Upon the completion of the course, the student will be able to:

MACL Common goals:
1. Demonstrate an understanding of the four classic organizational frames.
2. Recognize selected organizational change processes and how to resolve the inherent conflict that accompanies change.
3. Practice the basic disciplines for personal leadership development and demonstrate a comprehension of key strategies for developing other servant leaders.
4. Use biblical and theological criteria for evaluating leadership style and practice.

Specific goals for CL610:
1. Articulate the general biblical and theological understandings of servant leadership.
2. Identify various leadership styles, contexts and preferences of key biblical figures.
3. Use biblical and theological criteria for evaluating leadership style and practice.
4. Demonstrate an understanding of servant leadership from the Wesleyan perspective.
5. Demonstrate an understanding and practice of shared power.
6. Articulate models of accountability and staying “under authority” as a leader.
7. Demonstrate leadership values which reflect the priority of Jesus.
8. Practice habits and attitudes that nurture healthy personal vision.
9. Implement understandings of personality and the fruit of the Spirit.

ASSIGNMENT GUIDELINES

Writing: Writing clearly and concisely is an important measure of graduate-level work. All papers submitted for this class must be within the maximum defined length, typed, double-spaced, documented (using an official form of documentation) when drawing from readings or class notes, and use 12-point type.

Inclusive language is expected when referring to humans in writing and speaking.

Include your name and student ID number on each assignment. You will want to get credit for your work.

Re-writing: Formative Exercises may be re-written, with the professor’s pre-approval, if you receive less than 18 points (Reading Reports) or 30 points (Group Listening Project). The new score will be posted on the grade-sheet. Summative Exercises may not be re-written.

Late work: All assignments are due at the class time of the day listed in the syllabus. Assignments turned in late, without the professor’s prior approval, will receive a 20% lower grade. Grades are NOT our focus but promptly completing assignments keeps you growing with the class and contributing to the growth of all class members.

Using the Internet: When sending assignments as attachments use MSWord or MSExcel.

Class Participation and Attendance: Promptness to class and regular class attendance is expected since interaction between us as learners is an integral part of the learning process. The professor will use attendance and class participation as one variable in determining the final grade.

REMEMBER: One absence equals one week’s worth of missed work!
ASSIGNMENTS

The Team/Small Group:

Servants never minister alone. They always live and work in teams. Thus you will work with a group of 5 or 6 people throughout the semester. Each week as you gather for class, you will practice the life of a small group (including Bible Study, Prayer & Caring, Mission/project) using a guide created by the professor. Then as a part of your projects, you will discuss your life in the team and its application to your leadership in ministry.

Required Readings:


Reading Reports (25 pts. each x 6 = 150 pts.) [Individual Formative Exercises]

For each text and article you will write a Reading Report. Each paper will be NO MORE than 4 pages long, and include the following 5 sections: [Adapted from Personal Reflection Action Response (P.R.A.R.) by Dr. Donald Joy.]

a. (2) Bibliographic material. The title, author, publisher, date (or issue), in proper bibliographic form.

b. (10) Your top-five list of most important insights—Number and document
c. (5) **Tell your story**—Connect the reading to a personal leadership experience; a “case” you know well that connects with a major point in your reading.

d. (4) **Action you must take or have taken** (e.g. interacted with spouse, contacted a friend, changed an area of your leadership) as a result of this assignment or reading.

e. (4) **Reflective Questions** that are most challenging or most troublesome that we should probably discuss as a class. **Limit to 4-6.**

**SCHULLER LEADERSHIP INSTITUTE:** (40 pts.) [GROUP FORMATIVE EXERCISE]

As a group (no fewer than two group members together) you will listen to seven CDs (on reserve in library) by Dr. Robert H. Schuller. Five of the teaching sessions are from the Leadership Institute 27 years ago. The remaining two are from the Leadership Institute of 2004. You will:

a. (15) Use the note-taking guide to collect thoughts during your listening time. [Each person will turn in their notes stapled to the group Reflective Paper.]

b. From your listening notes you will discuss the listed questions as a group; comparing the principles of 27 yrs. ago with those of 2004 and with your readings for class.

c. (25) The group will turn in a Reflective Paper that summarizes your discussion and thoughts. [Max. 5 pages]

**LEADER INTERVIEW PROJECT:** (135 pts.) [GROUP SUMMATIVE EXERCISE]

Your group will interview a key leader (of your choosing) comparing her/his leadership style to the principles discussed in class and those of Jim Goodnight (S.A.S. president). **Include all group-member names on cover sheet.**

a. (10) Search on the internet for S.A.S. and Jim Goodnight’s principles of leadership. Write a 1 page analysis of what you find about his leadership style in corporate America.

b. (10) Create 10 probing interview questions using class guidelines.

c. (10) Set up and perform one-hour interview; record date and time.

d. (20) Write a five-page (maximum) summary to include:
   1) (5) Brief summary of interview process,
   2) (5) Questions with edited answers (and good quotes),
   3) (10) Conclusion and analysis that contrasts and compares your
understanding of servant leadership with the leadership style of your interviewee and what you discovered about Jack Goodnight.

e. **(10)** In **1 page** or less, write a team summary that describes how your team/group experience so far, impacted this project. If there are varying opinions, make sure to include them.

f. **(75)** Your team will create a 20-30 min. multimedia presentation, presented to the class during one of the last two class sessions. Use your best creativity, media, team-work and application skills to produce this project. Each team member will receive the same score except for a project **participation score** assigned individually (½ by team-member average and ½ by you).

Evaluation will be as follows: (see Grading Rubric for specific details)

**(10)** Media use; **(10)** demonstrable understanding and application of key leadership principles; **(10)** participation of all team members in presentation **(10+10);** individual participation score (team average scoring of you—10 pts.; your self score—10 pts.); **(25—5x5)** inclusion of the following five sets of information:

The presentation must include:

1. Your interview questions.
2. The significant identification of the person you interviewed.
3. Nature of the leadership you found in that person
4. Comparison of your interviewee’s leadership and that of Jesus, Jim Goodnight, your readings.
5. Key principles that your group discovered about teams and Servant Leadership.

**INTEGRATIVE PAPER:** (4 sec. X 10 pts. = 40 pts.) **[INDIVIDUAL SUMMATIVE EXERCISE]**

You will write a final integrative paper or project (minimum 5 pages or equivalent) that:

1) summarizes your leadership style, personality, gifts, values, etc.,
2) integrates them (style & gifts, etc.) into the context of what you have learned during the semester,
3) evaluates those areas where you need to continue growing, and
4) evaluates how your group/team functioned as a small group and what you learned that will apply to your own leadership in the future.
## Grading Sheet

Each assignment has a number of possible points that are totaled for the final grade as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible points</th>
<th>Actual points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Reports (25 x 6)</td>
<td>150 points</td>
<td></td>
</tr>
<tr>
<td>Schuller Institute Listening</td>
<td>40 points</td>
<td></td>
</tr>
<tr>
<td>Leader Interview Project</td>
<td>135 points</td>
<td></td>
</tr>
<tr>
<td>Final Integrative Paper</td>
<td>40 points</td>
<td></td>
</tr>
<tr>
<td>Attendance &amp; participation</td>
<td>25 points</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>390 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

### GRADING SCALE

- 390-359 (92%) = A  
- 358-320 (82%) = B  
- 319-289 (72%) = C  
- 288-242 (62%) = D

### An additional Resource just put on-line for you...

This is an online library of resources available from Cokesbury. These include: dictionaries, handbooks, and encyclopedia commentaries, worship, sermon, and lectionary materials, teaching resources, Bible translations (English), etc.

You and your students can access this material through the Information Commons link on the Asbury webpage. Go to [http://www.asburyseminary.edu/icommmons/index.shtml](http://www.asburyseminary.edu/icommmons/index.shtml), enter your Borrower ID, and scroll down to iPreach, and you are in.
# COURSE CALENDAR

[The professor may necessarily make some changes to this schedule during the semester. Students are responsible to meet the amended schedule requirements.]

<table>
<thead>
<tr>
<th>DATE/Key Word</th>
<th>CONTENT/SUBJECT FOCUS</th>
<th>READING</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
</table>
| Sept. 16      | >Biblical Foundations of leadership  
>Set up work groups  
>"In Praise...Purple Cow" | >Biblical texts including Gen. 1-5;  
>"Creation Team"  
>Group work on biblical studies |
>"Journey to the East" | >Groups present biblical studies  
>Journey Report |
| Sept. 30      | >NBC Video Clip  
>Power: Persuasion, Coercion, Manipulation  
>Disney’s Main Street | >Power Ch. 1, 5  
>Real Power | |
| Oct. 7        | >Video: Reggie McNeal “Present-Futures”  
[>Daryl gone] | | >Video viewing notes |
| Oct. 14       | >Stages of Power  
>Final Project Rubric  
>Interview questions | | >Real Power Report |
| Oct. 21       | >Stages of Power cont.  
>Models, Structures and Frames  
>Personality, family of origin, family systems | | >Schuller Inst. Report |
| Oct. 28       | >Spiritual Life of the Leader -Growing to maturity  
-Work of the Holy Spirit  
-Finding the work/ministry that lights my fire  
>Gordon McDonald #1  
>Balancing the Tension #1 | >In the Name of Jesus  
>A Servant’s Manual | >In the Name Report |
<table>
<thead>
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<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 11</td>
<td>Wesley, Accountability, Submission</td>
<td>&gt;Courageous Leadership</td>
<td>&gt;Courageous Leadership Report</td>
</tr>
<tr>
<td>Nov. 18</td>
<td>Courageous Leadership Principles</td>
<td>&gt;Courageous Leadership</td>
<td>&gt;Courageous Report</td>
</tr>
<tr>
<td>Nov. 22-26</td>
<td>THANKSGIVING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec. 2</td>
<td>Serving from First and Second position - Business models - Church models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec. 9</td>
<td>Group projects</td>
<td>1. 2. 3. 4. 5. 6.</td>
<td>6:15-7:45 Groups 8:00-Eval/Break 8:00-9:30 Groups</td>
</tr>
<tr>
<td>Dec. 15</td>
<td>Integrative Paper [by 12:00 noon, Dec. 15]</td>
<td></td>
<td></td>
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<tr>
<td>Dec. 16</td>
<td>OPTIONAL ADD-ON</td>
<td></td>
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