The servant leader is servant first. It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The best test and the most difficult to administer is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And what is the effect on the least privileged in society; will they benefit or, at least, not be further deprived? -Robert K. Greenleaf, from The Servant as Leader

COURSE TITLE
Masters level: ORGL 530: Servant Leadership
Doctoral Level: DPLS 7xx: Servant Leadership
- 3 semester credits
- Online Spring A & B sessions, 2015

CSLD
- ORGL 530 is required for the Servant-leader Concentration, and is strongly recommended to be the first course taken for the Concentration.

COURSE DEVELOPER
- John H. Horsman, Ph.D.

COURSE TEACHER
- John H. Horsman, or
- Larry Spears

COURSE DESCRIPTION
This course is an examination of the foundation, principles and practice of servant-leadership. Servant-leadership is explored with an emphasis on reviewing the original writings, and on conceptualizing and articulating the philosophy through a clarification of what it is, and why Servant-leadership is relevant. Human development theories are used as theoretical frameworks for identifying criteria to assess servant-leaders and servant-organizations, and for understanding how they develop and function. Dialogue is encouraged as a way of integrating aspects of the philosophy with applied experience and gain insights into the students own leadership approach.

COURSE GOALS
Given their participation in this course, students should have more knowledge of the concepts of servant leadership, a better understanding of how to effectively interact with others in an organizational setting, a clearer insight into how relationships are key to the effectiveness of
individuals and organizations, and strengthened ability to articulate a personal, servant-centered philosophy of leadership. The most important ability that students in this class will develop is an enhanced conceptualization and understanding of the principles of servant leadership, an awareness of the dynamics of relational leadership, and insight into their own leadership approach. The course is an examination of the foundation principles, and practice of servant-leadership.

**COURSE COMPETENCIES**

Mastery of the competencies will be demonstrated by a student’s ability to:

Assume the role of a servant-leader in training

Conceptualize and articulate the philosophy of servant-leadership

- Key assumptions of servant-leadership
  - Definition(s) and characteristics of servant-leadership
  - The moral test of servant-leadership
- Conceptualize servant-leadership
  - Explain the philosophy of servant-leadership to others
  - Apply and interpret servant-leadership concepts with others

Analyze a leader and/or organizational system using servant-leadership criteria providing

- Evidence of characteristics and criteria for servant-leaders
- Using human development theories
  - Applying human development models as criteria for identifying servant-leaders
  - Assessing leadership styles
  - Tracking dependence-independence-interdependence
- Evidence of understanding servant-leadership in terms of organizational development.

Articulate a personal, servant-centered philosophy of leadership:

- Reflect on the moral aspects of servant-leadership
- Reflect on one’s organizational experience with or without servant-leaders
  - Interpret experience within the context of servant-leadership, and
  - Develop a plan of personal leadership development for the future.

Plan, propose, and prepare to implement the philosophy of servant-leadership through a servant-leadership development programs in a work situation:

- Design a servant-leadership development program for others or for an organization.

**COURSE MATERIALS**

The following books are required: listed here in the order to be read


The following films are required: listed here in the order to be viewed

Additional texts for Doctoral Students

**COURSE REQUIREMENTS**

The course is designed to be presented in four modules over an eight-week period. Each two-week module will have its own set of materials (e.g., readings, teacher presentations, etc.)

**Dialog Forum**

- Posting Requirements (4 modules @ 10 points/module = 40% of Grade)

**ORGL 530 & DPLS 7xx**

Given that a key component of the approach to learning in this course is dialogue among students, each module will be the focus of an internet-based generative student dialogue. At least four postings a week (eight over the course of each two-week module) will be made by each student:

- one posting/week in the form of an annotated question related to the topic
- two postings/week in response to other students’ questions; and
- one additional posting/week, response, or general comment.

For more information refer to Grading Rubric DF.

In addition to the on-going dialogue with other students, each student will submit the following papers and a presentation:

**Module One: What is Servant-leadership and why the call for Servant-leadership?** (15% of Grade)

In this introductory module we will examine the philosophy of servant-leadership and the core precepts that make it a recommended leadership philosophy for all organizations. In this first module we begin the search for understanding why servant-leadership is the most appropriate form of leadership. We will explore the notions of servant leadership, congruency, and the source for the motive to serve first and then choose to lead.
Module One: Leader Interview Paper

Master's ORGL 530
Write 5-7 content pages, double-space. The paper is to be presented in professional APA format, and should include at least five references. Refer to M1 Assignment Notes & Grading Rubric A.

Doctoral DPLS 7xx
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; or, b) applying an additional theoretical perspective; or, c) including information from additional research. Write 10-15 content pages, double-space. The paper is to be presented in professional APA format, and should include at least seven references. Refer to M1 Assignment Notes & Grading Rubric A.

Assignment: Interview a leader, conceptualize servant-leadership for them, and find out what their experience is of it. How does the interviewee’s view compare to the readings and forum discussions? Summarize the interviewee’s views and react with your own in a Leader Interview Paper. Refer to Grading Rubric A.

Module Two: How do we know and distinguish Servant-leadership?
(15% of Grade)
This module continues the exploration of the intentional and behavioral demands of servant-leadership. We will further clarify what servant leadership is-and isn’t by deepening our understanding of the philosophy and apply human development models to become more familiar with the criteria and characteristics of servant-leadership so we might better recognize servant-leadership when we see it occurring.

Module Two Film Critique Paper

Master’s ORGL 530
Write 5-7 content pages, double-space. The paper is to be presented in professional APA format, and should include at least five references. Refer to M2 Assignment Notes & Grading Rubric B.

Doctoral DPLS 7xx
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; or, b) applying an additional theoretical perspective; or, c) including information from additional research. Write 10-15 content pages, double-space. The paper is to be presented in professional APA format, and should include at least seven references. Refer to M1 Assignment Notes & Grading Rubric B.

Assignment: choose a character, from a film, to critique from the perspective of Servant-leadership. For this assignment apply criteria from either Hall’s adult development model (Horsman’s presentation), or Tolbert & Fisher’s developmental model of work and leadership (introduced in Thompson’s book). Identify Servant-leader criteria apply it to a case character and provide supportive examples. How does the presence or absence of servant-leadership affect the drama of human life as illustrated in the "case study" that is the film's story. What did you learn about Servant-leadership from doing this exercise?

Module Three: Who and What Does the Leader Serve?
(15% of Grade)
Commitment to servant-leadership begins with an individual’s fundamental option for self-transcendence. As a servant-leader in training, what do I need to do next? Why must servant-leadership be moral leadership? In this module we will further investigate why servant-leadership is a powerful and an appropriate way to lead, probe our own personal development needs, and query our own responsibility, integrity, forgiveness and compassion.

Module Three Assessment Paper
Masters Level ORGL 530
Write 5-7 content pages, double-space. The paper is to be presented in professional APA format, and should include at least five references. Refer to M3 Assignment Notes & Grading Rubric C.

Doctoral DPLS 7xx
Doctoral papers/presentations are expected to be more in depth than a master’s level paper by a) providing more detail; or, b) applying an additional theoretical perspective; or, c) including information from additional research. Write 10-15 content pages, double-space. The paper is to be presented in professional APA format, and should include at least seven references. Refer to M3 Assignment Notes & Grading Rubric E.

Assignment: Write the Servant-leader Assessment Paper in which you describe how you understand yourself as a servant-leader in training. What changes in your approach to leadership and relationship would need to be made to make you a more effective servant-leader? To help the transition from subjective to objective write general comments and conclusions using the 3rd person rather than the 1st person.

Note: If helpful, select a character from the film The Mission to provide perspective as you assess and identify your servant-development needs (assume the reader is familiar with the characters in the film).

Module Four: What Does It Mean to Be a Servant-Leader?
(15% of Grade)
With this module the course comes full circle. Now we are the teacher, how do we communicate what we have learned to others in our organization or community? What does it mean to be a servant-leader? The answers lead us to articulate the organizational benefits of servant-leadership, and how servant leadership might be nurtured and developed throughout our organization or community?

Formation PowerPoint Presentation
Masters Level ORGL 530
Design a Leadership Formation PowerPoint presentation in 10 presentation slides (don’t count introduction & reference slides): Or, create a short (5 – 7 minute) video/flash presentation on the same proposal.

Doctoral Level DPLS 7xx
Design a Leadership Formation PowerPoint presentation 12-14 presentation slides (don’t count cover & references slides): Or, create a short (10 –12 minute) video/flash presentation on the same proposal.
**Assignment:** create a presentation in which you propose to “form” (train, develop, communicate with) present and future servant-leaders in your organization? Include your approach to communicating servant-leadership, the benefits, as well as ways, means and mentoring strategies to develop effective servant-leaders. Refer to M4 Assignment Notes & Grading Rubric D.