**DPLS 778 Servant Leadership**

Spring 2012 3 Credits

_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_

**Special/Optional On-Campus Wrap-up Class** w/Larry Spears (8:00 a.m.-Noon, Tuesday, March 20, 2012)

**Dates:** January 18 - March 20, 2012 (8 weeks online + special/optimal on-campus wrap-up)

**Course Teachers:** Larry C. Spears and Shann Ferch

**COURSE DESCRIPTION**

How do servant-leaders understand the meaning and applications of servant-leadership? What is the meaning of servant-leadership for individuals, and for organizations with whom they come into contact? These and other questions are at the heart of student mastery for this course. Students will begin to clarify their own understanding of servant-leadership, and their own actions and practices as servant-leaders. All of this is grounded in knowledge (literature), reflection and inquiry (discussion board), and practices (papers and dialogue).

Student mastery will also involve understanding the applications of servant-leadership in organizations and in other emerging applications (Council of Equals, Myers-Briggs, 12-Step Programs, Service-Learning, and Forgiveness). Students will emerge with a better understanding of themselves as servant-leaders, and better able to influence organizations through their own practices of servant-leadership.

**Module One: Understanding Servant-Leadership**

In this introductory Module, we examine fundamental aspects of servant-leadership (definition, purpose, characteristics) in order to lay the foundation for our subsequent applications: personal development, organizational applications, and new-and-emerging applications.

**Module Two: Personal Applications of Servant-Leadership**

In Module Two we focus on the understanding and personal practices associated with being a servant-leader. Special emphasis is given to the cultivation of servant-leadership characteristics, and to the fundamental aspect of servant-first, then leading.

**Module Three: Organizational Applications of Servant-Leadership**

In Module Three, we focus on understanding servant-leadership as it is practiced within organizations. Students will be comparing and contrasting these organizational practices of servant-leadership with an organization with which they are familiar.
Module Four: Emerging Applications of Servant-Leadership
In Module Four, we will examine some of the other emerging applications of servant-leadership. This Module is designed to demonstrate other significant implications for servant-leadership in society.

COURSE GOALS
Given their participation in this course, students will 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 servant-leadership approach. The course is an examination of the foundation principles, and practice of servant-leadership.

COURSE COMPETENCIES
Students will develop a framework for thinking about servant-leadership, and then make use of that to determine whether and how you may wish to develop as a servant-leader.
• Through the Discussion Board and in a written essay the student will clarify their own beliefs about servant-leadership and indicate their thoughts about becoming a servant-leader.

Strategies for long-term personal development as servant-leaders.
• Through the Discussion Board and in a written essay the student will identify a series of personal steps that may be taken to enhance your understanding and practices of servant-leadership into the future.

Strategies for practicing servant-leadership in the workplace, based upon examples of other servant-led institutions.
• Through the Discussion Board and in a written paper the student will review the practices of several servant-led institutions and compare/contrast with those of an organization where they are currently (or were formerly) employed.

Strategies for creating a more caring and serving community, organization, culture, and world through serving first, then leading out of that desire to serve in order to develop better relationships and a more caring world.
• Through the Discussion Board and in a final project the student will be able to identify examples of community, organizational, and cultural servant-leadership and to describe their significance.

COURSE MATERIALS


The following films are required:
- Babette's Feast (MGM World Films; Gabriel Axel, Director), 1989
- Hoosiers (MGM; David Anspaugh, Director), 1986
- To Kill a Mockingbird (Universal; Robert Mulligan, Director), 1962/2005

**COURSE REQUIREMENTS**

The course is designed to be presented in four modules over an eight-week period. Each module will have its own set of materials (e.g., readings, teacher presentations, etc.) Given that a key component of the approach to learning in this course is the dialogue among students, each module will be the focus of an internet-based discussion by students. At least four postings a week (eight over the course of each two-week module) will be made by each student:
- one posting in the form of an annotated question related to the reading;
- two postings in response to other students’ postings; and
- one additional posting, response, or general comment.

In addition to student learning through the Discussion Board, each learner will submit the following papers/projects:

**Understanding Servant-Leadership: A Paper.** Six to eight double-spaced pages in which the student reflects on her or his personal understanding of servant-leadership, interprets it within the context of the course, and articulates their personal mission as a servant-leader.

**Personal Applications of Servant-Leadership: A Paper:** Six to eight double spaced pages in which the student examines servant-leadership characteristics and relates these to one of the required films for the course.

**Organizational Applications of Servant-Leadership: A Paper:** Thirteen to fifteen double spaced pages in which the student describes either the presence or absence of servant-leadership within his or her own organization, interprets the benefits or challenges from their perspective, and compares it to another servant-led organization from their readings or personal experience.

**Emerging Applications of Servant-Leadership: A PowerPoint Presentation:** Minimum 12 PowerPoint slide presentation (with notes) in which the student will choose one of five emerging applications of servant-leadership (Council of Equals Model, Myers-Briggs and Servant-Leadership, Service-Learning, Servant-Leadership and 12-Step Programs, or Forgiveness and Servant-Leadership) and articulates what it means and why it matters.
COURSE SCHEDULE (SPRING 2012)
The course is divided into four two-week modules:

Module One (January 18 - 31, 2012)
READ:
- "Servant-Leadership PowerPoint," Larry C. Spears (PPT)

VIEW: Babette's Feast (MGM World Films; Gabriel Axel, Director), 1989
ENGAGE: Mentor Gallery
DISCUSS: What is servant-leadership? What has been your experience with servant-leadership—either as practitioner or as the recipient of someone else's servant-leadership? Understand that servant-leadership has both personal development and organizational development applications.
WRITE: Understanding Servant-Leadership: A Paper. Six to eight double-spaced pages in which the student reflects on her or his personal understanding of servant-leadership, interprets it within the context of the course, and articulates their personal mission as a servant-leader. Paper due Wednesday, Feb. 1, 2012.

Module Two (February 1-14, 2012)
READ:
- "Savoring Life Through Servant-Leadership," Richard Leider and Larry Spears (PDF)
- "NBC Dateline Transcript of Interview with Larry Spears;"

VIEW: To Kill a Mockingbird (Universal; Robert Mulligan, Director), 1962/2005
ENGAGE: Mentor Gallery
DISCUSS: "In what ways are you already a practitioner of servant-leadership?" "What can you do to cultivate your own growth as a servant-leader?"
WRITE: Personal Practices of Servant-Leadership: A Paper: Six to eight double spaced pages in which the student examines servant-leadership characteristics and relates these to one of the required films for the course. Paper due Wednesday, Feb. 15, 2012.

Module Three (February 15-February 28, 2012)
READ:
- "Why Scanlon Matters," Paul Davis and Larry Spears (PDF)
- "The Power of Faith," (Video Clip)
- ISBN #200941899.

VIEW: Hoosiers (MGM; David Anspaugh, Director), 1986
ENGAGE: Mentor Gallery
DISCUSS: What are some of the implications for organizational practices of servant-leadership? Share your own thoughts about an organization with which you have (or have had) some direct experience and describe either the presence of servant-leadership or its absence there.

WRITE: Organizational Applications of Servant-Leadership: A Paper: Thirteen to fifteen spaced pages in which you describe either the presence or absence of servant-leadership within some past or present organization where you worked, interpret the benefits or challenges from your perspective, and compare it to another servant-led organization from your readings or personal experience. Paper due Wednesday, February 29, 2012.

Module Four (March 1-13, 2012)  
+ Special/Optional Course Wrap-up Session on-campus with Larry Spears on Tuesday, March 20, 2012 from 8 a.m.-Noon

READ:  
- "Myers-Briggs and Servant-Leadership," R. Lewis, B. Lafferty, L. Spears (PDF)  
- "Lineage and Legacy: A Selective Literature Review," Larry Spears (Word document)  

ENGAGE: Mentor Gallery

DISCUSS: Which of these emerging applications of servant-leadership do you find to be most intriguing, and why?

WRITE: Emerging Applications of Servant-Leadership: A PowerPoint Presentation: A minimum twelve PowerPoint slide presentation (with notes) in which the student will choose an application of servant-leadership (Council of Equals Model, Myers-Briggs and Servant-Leadership, Service-Learning, Servant-Leadership and 12-Step Programs, Forgiveness and Servant-Leadership, or Other) and articulate what it means and why it matters. Presentations are due Wednesday, March 14, 2012.

Larry Spears will be on Gonzaga’s campus March 19-21. On Tuesday, March 20, 2012 students in the course will have an opportunity to come together for learning/sharing session with Larry, and with one another.