**BIBLICAL SERVANT LEADERSHIP**

**4 CREDITS**

**COURSE PURPOSE**

This course introduces the biblical foundation and practical outworking of a servant-steward model of leadership. Essential principles of management are applied to personal and ministry stewardship concerns (time, talent, and finances). Several assessment tools enhance student self-awareness and growth.

**COURSE OBJECTIVES:**

1. Explain the distinctive of Servant Leadership in the context of Transformational Leadership from personal, spiritual/biblical, organizational and cultural perspectives;
2. Develop the skills of empowering others by practicing empowerment skills throughout the course;
3. Use Servant Leadership theories in creating a personal leadership mission statement;
4. Develop and implement a personal power growth plan based on the skills, knowledge and attitudes necessary in servant leadership; and
5. Apply, utilize, and evaluate Transformational Servant Leadership principles within a specific leadership position, including one’s personal response to the experience of leading in that position.
6. Define Servant Leadership in the context of today’s business and organizational culture using a variety of global models.

**COURSE CONTENT:**

Topics to be covered include: biblical concept of life and relational stewardship, God-centered priorities, eternal values and calling, servant-steward biblical model of leadership, impact of personal values and culture on leadership role**,** discovering God’s will as applied to personal and ministry decision-making, steward of God-given leadership responsibilities (including time, talent, treasure), personal life purpose-calling and values for each personal role (e.g., husband, father, ministry leader, student), clear priorities and a realistic life/ministry program in line with one’s personal life calling, values and roles.

**TEACHING METHODS:**

Lecture, class discussions, small group exercises, debates, and case studies.

**INSTRUCTIONAL MATERIALS:**

Laptop and LCD projector, textbooks, handouts, video clips, and flipchart.

**COURSE READINGS:**

Cochrum, Ken (2012) *Servant Leadership Across Distance and Cultures: A new paradigm for 21st century global leaders*. D.Min. in Servant Leadership for Organizational Effectiveness dissertation: Bethel University, Bethel Seminary. St. Paul, Minnesota.

Roberts, Gary E. (2015) *Christian Scripture and Human Resource Management: Building a Path to Servant Leadership Through Faith.* New York: Palgrave MacMillan

Sendjaya, Sen (2015) *Personal and Organizational Excellence through Servant Leadership. Learning to Serve, Serving to Lead, Leading to Transform* Switzerland: Springer.

**COURSE ASSIGNMENTS:**

Assignment #1: *Active class participation*. – 20%

During the 5-day residential training for Biblical Servant Leadership, students are expected to be actively engaged in all class activities, to complete all personal and group projects, and to be involved in all field trips and critical reflections. Students will submit a 2-page reflection/evaluation paper assessing their journey with “Biblical Servant Leadership” in the last six month. The assessment includes major lessons learnt, daily journal entries of residential course experiences gained, perspectives shaped, attitudes changed, habits developed, and the strengths of the course, “Biblical Servant Leadership”.

*Assignment #2: 12-page Personal Course Project – 40%*

1. Give a personal definition/description of Servant Leadership. What does it mean to you?
2. What country are you from? In your country, what is the expectation (cultural norm) about the leader’s role in servant leadership?
3. Describe an experience you have had with servant leadership that you thought was a very effective process. Briefly describe how it was done and what you found effective about the process. Describe what made the process work well. Add comments on what could have made it work even better. Did the outcome (servant leadership) help the ministry? If so, how? If not, why not?
4. Describe another experience you have had with servant leadership that you thought was a much less effective process. Briefly describe how it was done and what you found ineffective about the process. Describe what prevented the process from working well. How could those problems have been corrected? Did the outcome (servant leadership) help the ministry? If so, how? If not, why not?
5. Compare and contrast the two approaches to Servant Leadership that you described. Do not simply repeat details from your answers to questions 3 and 4 but go deeper into underlying issues, motivations, values. Please make sure you state the reasons for your opinions – ***why*** was that aspect of the particular approach effective/ineffective? Also note which was closer to the cultural norm.
6. What have you learned from this reflection? What can you apply to your leadership?

Assignment #3: Biblical Servant Leadership Course Project –Jesus as a Servant Leader

Write a 12-page paper using the gospel of Mark showing Jesus as a Servant Leader. – 40%

* List and describe examples in the gospel of Mark where Jesus demonstrated servant leadership.
* Study of Mark 9:33-10:16
	+ Create an outline of Mark 9:33-10:16
	+ What is Jesus’ definition of greatness? What does “great” mean in the Greek language?
	+ What was the disicples’ definition of greatness in their argument with each other?
	+ Why does Jesus use the child as an object of true greatness in the Kingdom?
	+ What childlike qualitites is Jesus encouraging for the Kingdom of God?
* Study of Mark 10:35-45
	+ Create an outline of Mark 10:35-45
	+ What are the principles of Jesus’ practice of Kingdom Leadership as opposed to the Romans’ example of kingdom leadership? Look at the issues of position and power.
	+ Constrast the leadership desired by James and John with that of Jesus.
	+ What does Mark 10:45 tell us about Jesus and His calling, identity, vision, ministry and leadership?
	+ What does “slave” mean in the Greek language? … “slave to all”
	+ What were the values driving Jesus exercise of power?

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

Each student should allocate 2 weeks before every course to adequately prepare for the next course by doing advanced reading of 2 required e-books. Each student will submit a reading log in the journal assignment # 1 for each course. This reading log will include the following format:

Date:

Readings:

Read on Time:

# of Days Finished Late:

# of Pages not Read at All:

On my honor as a servant of God, I declare, without reservation, that what I have written here is true.

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Student’s Signature

**Due Date for Assignments**

All assignments are due 1 month before the start of the next cycle of courses. In the case of 2 courses being delivered in a cycle every 6 months, then all assignments for both courses will be due 5 months after the completion of the residential course. In the case of 1 course being delivered every 3 months, then the assignments for the course will be due 10 weeks after the completion of the residential course. The penalty mark for late assignments will be 1-mark deduction for 1-day late past the due date. Please note that all assignments must be at a minimum pass mark of 81%.

**Paper/Project Policies**

1. All papers should integrate concepts learned from the readings and class sessions.
2. All papers and projects are to be done in the approved APA format (if you have questions about APA, see: <http://owl.english.purdue.edu/owl/section/2/10/>
3. All work is to be entirely the student’s original work; if other sources are used in any way, appropriate credit must be given. Any paper found to be plagiarized will be subject to a failing mark of F. For explanation of plagiarism and examples of correct and incorrect citations, see: <http://www.psych.uncc.edu/pagoolka/plagiars.html>

**COURSE GRADING SYSTEM:**

A: 91-100; A-: 81-90; B+: 76-80; B: 71-75; B-: 66-70; C+: 61-65; C: 56-60; C-: 51-55; D+: 46-50; D: 41-45; F: 40 and below

**LEADERSHIP DEVELOPMENT AND MENTORING**

**4 CREDITS**

**COURSE PURPOSE**

This course focuses on the principles and practices of the leadership development including coaching and mentoring for on-going professional growth of staff as well as of emerging leaders. Special attention is given to models and applications within one’s context of practice based on adult developmental learning models; informal, non-formal and formal training options; and cultural traditions and contemporary practices.

**COURSE OBJECTIVES:**

1. Develop leaders around him or her-self through coaching.
2. Effectively mentor an up-coming and potential leader.

**COURSE CONTENT:**

The content covered in this course includes process of leadership development, characteristics of adult learners, formal, non-formal & informal educational models including TEE & distance learning, principles & models of coaching and mentorship for leadership development.

**MODE OF DELIVERY**

Lecture, class discussions, small group exercises, case studies. debates, role play, and self-inventory: *Harvard ManagerMentor - Coaching Tools: A Coach’s Self-Evaluation Checklist* *1998.*

**INSTRUCTIONAL MATERIALS:**

Laptop and LCD projector, textbooks, handouts, whiteboard, and flipchart.

**RESOURCE SITES**:

Staff Development Cycle toolkit <http://www.staffdevelopmentcycle.org/>

People Pathways Toolkit <http://www.people-pathways.org/>

Leader Transitions Toolkit <http://www.leadertransitions.org/>

Leadership Framework <http://www.leadershipframework.org>

Team Leaders Training <http://www.teamleadertraining.org>

New Staff Trainer’s Training <http://www.nsttraining.org>

LDHR Global GCX Community (log-in required) <https://www.gcx.org/LDHR->

First 100 Days in LDHR (log-in required) <https://my.gcx.org/first100days>

**COURSE READINGS:**

*Harvard ManagerMentor - Coaching Tools: A Coach’s Self-Evaluation Checklist* *1998.*

Law, Ho (2013) *The Psychology of Coaching, Mentoring and Learning”* Second Edition. West Sussex, UK: John Wiley & Sons, chapters 3-5.

Philippe Rosinski*, Philippe (2008) Coaching Across Cultures: New Tools for Leveraging National, Corporate & Professional Differences*. London: Nicholas Brealey Publishing, chapters 1-2.

Stevens*,* Nicola (2008) *Learning to Coach for Personal and Professional Development.* Oxford: Spring Hill House, chap. 1-4.

**RECOMMENDED RESOURCES:**

Biehl, B. 1996. *Mentoring: Confidence in Finding a Mentor and Becoming One.* Nashville, Tennessee. Broadman & Holman Publishers.

Clinton, J.R. & Clinton, R.W. (1991) *The Mentor Book: Detailed Guidelines and Helps for Christian Mentors and Mentorees.* Altadena, CA: Barnabas Publishers.

Stanley, P.D. & Clinton, J.R. (1992) *Connecting: The Mentoring Relationships You Need to Succeed in Life.* Colorado: NavPress.

**COURSE ASSIGNMENTS:**

***Assignment #1:*** *Active class participation* – 20%

During the 5-day residential training for Leadership Development and Mentoring, students are expected to be actively engaged in all class activities, to complete all personal and group projects, and to be involved in all field trips and critical reflections. Students will submit a 2-page reflection/evaluation paper assessing their journey with “Leadership Development and Mentoring” in the last six months. Assess yourself using *Harvard ManagerMentor - Coaching Tools: A Coach’s Self-Evaluation Checklist* *1998.* The assessment of your journey should include 5 journal entries, major lessons learnt, experiences gained, perspectives shaped, attitudes changed, habits developed, and the strengths of the course, “Leadership Development and Mentoring”. Please note the required readings will be:

(1) Law, Ho (2013) *The Psychology of Coaching, Mentoring and Learning”* Second Edition. West Sussex, UK: John Wiley & Sons, chapters 3-5.

(2) Rosinski, Philippe (2008) *Coaching Across Cultures: New Tools for Leveraging National, Corporate & Professional Differences*. London: Nicholas Brealey Publishing, chapters 1-2.

(3) Stevens*,* Nicola (2008) *Learning to Coach for Personal and Professional Development.* Oxford: Spring Hill House, chapters 1-4.

**Pre-Course Reading Log**

Each student should allocate 2 weeks before every course to adequately prepare for the next course by doing advanced reading of 2 required e-books. Each student will submit a reading log in the journal assignment # 1 for each course. This reading log will include the following format:

Date:

Readings:

Read on Time:

# of Days Finished Late:

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On my honor as a servant of God, I declare, without reservation, that what I have written here is true.

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Student’s Signature

***Assignment #2:*** *8-page Personal Course Project –* 40%

1. Give a personal definition/description of Leadership Development and Mentoring. What does it mean to you?
2. What country are you from? In your country, what is the expectation (cultural norm) about the leader’s role in leadership development and mentoring?
3. Describe an experience you have had with Leadership Development and Mentoring that you thought was a very effective process. Briefly describe how it was done and what you found effective about the process. Describe what made the process work well. Add comments on what could have made it work even better. Did the outcome (leadership development and mentoring) help the ministry? If so, how? If not, why not?
4. Describe another experience you have had with Leadership Development and Mentoring that you thought was a much less effective process. Briefly describe how it was done and what you found ineffective about the process. Describe what prevented the process from working well. How could those problems have been corrected? Did the outcome (servant leadership) help the ministry? If so, how? If not, why not?
5. Compare and contrast the two approaches to Leadership Development and Mentoring that you described. Do not simply repeat details from your answers to questions 3 and 4 but go deeper into underlying issues, motivations, values. Please make sure you state the reasons for your opinions – ***why*** was that aspect of the particular approach effective/ineffective? Also note which was closer to the cultural norm.
6. What have you learned? What can you apply to your leadership?

**Assignment #3:** 8-page Leadership Development and Mentoring Course Project – 40%

You will write a group paper (groups of 2 people) on how you are being mentored and how you are mentoring others in leadership development. Your 8-page paper should include an evaluation of a mentoring session with your:

1. Mentor (4-page evaluation of you being mentored)

* Introduction and Background (1 p)
* Mentor’s Perspective: interview your mentor (1 p)
* Protégée’s Perspective: your perception as a protégée (1 p)
* Conclusion (1 p)

2. Protégée (4-page evaluation of you mentoring someone)

* Introduction and Background (1 p)
* Mentor’s Perspective: your perception as a mentor (1 p)
* Protégée’s Perspective: interview your protégée (1 p)
* Conclusion (1 p)

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

Each student should allocate 2 weeks before every course to adequately prepare for the next course by doing advanced reading of required e-books. Each student will submit a reading log. For details, see “Pre-Course Reading Log” above under Course Assignment #1.

**Due Date for Assignments**

All assignments are due 1 month before the start of the next cycle of courses. In the case of 2 courses being delivered in a cycle every 6 months, then all assignments for both courses will be due 5 months after the completion of the residential course. In the case of 1 course being delivered every 3 months, then the assignments for the course will be due 10 weeks after the completion of the residential course. The penalty mark for late assignments will be 1-mark deduction for 1-day late past the due date. Please note that all assignments must be at a minimum pass mark of 81%.

**Paper/Project Policies**

1. All papers should integrate concepts learned from the readings and class sessions.
2. All papers and projects are to be done in the approved APA format (if you have questions about APA, see: <http://owl.english.purdue.edu/owl/section/2/10/>
3. All work is to be entirely the student’s original work; if other sources are used in any way, appropriate credit must be given. Any paper found to be plagiarized will be subject to a failing mark of F. For explanation of plagiarism and examples of correct and incorrect citations, see: <http://www.psych.uncc.edu/pagoolka/plagiars.html>

**COURSE GRADING SYSTEM:**

A: 91-100; A-: 81-90; B+: 76-80; B: 71-75; B-: 66-70; C+: 61-65; C: 56-60; C-: 51-55; D+: 46-50; D: 41-45; F: 40 and below

**ADVANCED STEWARDSHIP OF PEOPLE IN LEADERSHIP**

**2 CREDITS**

**COURSE PURPOSE**

The aim of this course is to help students reflect on the Stewardship of People. The course is intended to enable students integrate the knowledge they have gained in *“Biblical Servant Leadership*” and *“Leadership Development and Mentoring”.* This course focuses on the training of others, including evaluation models and curriculum design, for on-going professional growth of staff as well as of emerging leaders. Special attention is given to models and applications within one’s context of practice based on adult developmental learning models in a formal training setting.

**COURSE OBJECTIVES**

By the end of the course, the student will be able to:

1. Design a curriculum for training leaders, using a variety of educational methods for adult learners;
2. Prepare and utilize evaluation models as means of developing leaders;
3. Effectively evaluate a leadership training program.

**COURSE CONTENT:**

The content covered in this course includes process of leadership development in a formal environment including an application of a curriculum design and development, and evaluation models for servant leadership training.

**MODE OF DELIVERY**

The course will be taught through a real-live experiential training seminar facilitated by the students in one’s context of leadership practice.

**INSTRUCTIONAL MATERIALS AND EQUIPMENT**

Research methods and writing.

**COURSE READINGS:**

Greenleaf Center for Servant-Leadership edited by Spears, Larry C. and Lawrence, Michele (2002) *Focus on Leadership: Servant-Leadership for the Twenty-First Century.* New York: John Wiley & Sons.

Kirkpatrick, Donald L. and Kirkpatrick, James D. (2006) Evaluating Training Programs: The Four Levels. Third Edition. San Francisco, CA: Berrett-Koehler.

Students will consult and document relevant resources as they design their organizational leadership training seminar.

**COURSE ASSIGNMENT**

For the 20-page course paper, please design and deliver a 1-day organizational leadership training seminar based on concepts learned from the courses, Biblical Servant Leadership and Leadership Development and Mentoring.

The outline of the paper should include:

1. Introduction, Background, Training on Servant Leadership and Leadership Development, Target Audience (3 p)
2. Literature Review on Biblical Servant Leadership and Leadership Development and Mentoring (3 p)
3. Assessment: Assess Needs: Interview target audience on their felt needs (3 p)
4. Curriculum Design (purpose, objectives, learning activities, lesson plans), Development, Delivery (6 p)
5. Evaluation: comments from: yourself as facilitator based on a summative questionnaire of the 1-day seminar (3 p)
6. Conclusion (2 p)

**GATL STUDENT RESPONSIBILITIES**

**Attendance**

Regular class attendance is expected. The learning activities, discussions and interactions in class are an invaluable developmental experience in line with the goals of the course and GATL.

**Workload**

In keeping with GATL guidelines, each credit hour for class represents 1.5 hours of class work. The workload for this 4-credit class consists of 40 hours in class and 60 hours for homework (reading and writing assignments).

**Pre-Course Reading**

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Student’s Signature

**Due Date for Assignments**

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**COURSE GRADING SYSTEM:**

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