Point University Mission Statement

POINT UNIVERSITY MISSION STATEMENT

The mission of Point University is to educate students for Christ-centered service and leadership throughout the world.

Course Description

COURSE DESCRIPTION

BUSI 542. This course focuses on leadership theory with special attention given to the biblical concept of servant leadership. Topics include principles for leadership within the Christian community, approaches to developing such leaders in their cultural context, and legal and ethical issues that impact Kingdom-oriented leadership.

Online Learning

ONLINE LEARNING

Point University’s College of Graduate & Professional Studies (CGPS) specializes in “distance education” for working adults and others who need a flexible learning schedule. It offers university courses and degree programs in both fully-online and hybrid formats (partly online and partly face-to-face).

CGPS delivers coursework via Sakai, a leading online Learning Management System (LMS) and Collaborative Learning Environment designed specifically for higher education. Each course has its own website through which students interact with their professor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive grades. The latest technology enables participants to do virtually everything online that they could do in an on-ground classroom setting.

A hybrid course typically includes one face-to-face session per week using video conference technology along with online follow-up activities. Fully-online courses are primarily designed for “asynchronous” learning, which enables students to log-in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include “synchronous” sessions where students may interact with one another in real time.

Each “course week” begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. CGPS recommends that students complete the various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.
Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.

Students access all course materials via Point University’s Sakai site, which includes minimum system requirements and orientation tutorials designed to equip class members for online study.

Disability Services

Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student's instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact Ms. Jessica Mazaheri, the Director of Disability Services, by telephone (1-706-385-1480) or email (Jessica.Mazaheri@point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure.

Faculty Information

FACULTY INFORMATION

Insert

- Faculty name
- All relevant contact information (phone, email, office location)
- Office hours (virtual and f2f)
  - Official course clock (EST, CDT, etc.) http://www.time.gov/

The preferred method of contact for this course is email. Please allow 24 hours for responses to email and phone messages. Keep in mind that the online discussion forums are reserved for shared classroom posts and you should email the instructor directly if there is a question, concern, or emergency.

Required Texts & Resources

REQUIRED TEXTS & RESOURCES

REQUIRED TEXTS

The Bible. (recommended: NASB, NKJV)


**NOTE:** The Point University Bookstore may offer this textbook(s) in other formats. Information can be found at [www.pointuniversityshop.com](http://www.pointuniversityshop.com).

**REQUIRED RESOURCES**

Agile at Barclaycard. “What is Servant Leadership.” (2016) [https://www.youtube.com/watch?v=aKk0AaaFqtU](https://www.youtube.com/watch?v=aKk0AaaFqtU)


Davids, B., “The rarest commodity is leadership without ego.” TEDxESCP. (April, 2012) [https://www.youtube.com/watch?v=UQrPVmcgJJk](https://www.youtube.com/watch?v=UQrPVmcgJJk)

eHowEducation. “Importance of Peer Reviews.” (May 2015) [https://www.youtube.com/watch?v=4t96guWcrSI](https://www.youtube.com/watch?v=4t96guWcrSI)

Fett, A. “Servant leadership: How a jar can change the way you lead and serve.” TEDxFonddulac. (2017). [https://www.youtube.com/watch?v=1vIPrR_clEg&t=202s](https://www.youtube.com/watch?v=1vIPrR_clEg&t=202s)


Course Technology

COURSE TECHNOLOGY

Sakai is the current learning management system of Point University. For the best user results, we recommend checking your computer for the following checklist prior to logging into your course.

System Requirements

- Windows PC or Mac with the most recent version of these browsers - Google Chrome (https://www.google.com/intl/en/chrome/) or Mozilla Firefox (https://www.mozilla.org/en-US/firefox/new/)
- Windows PC or Mac with audio and video capabilities (sound card with speakers or headphones/ear buds). Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- High speed internet access. Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
- Adobe Reader (https://get.adobe.com/reader/)
- Adobe Flash Player (https://get.adobe.com/flashplayer/)
- Access to a printer or scanner (depending on the course activities)

Technical Assistance
Keep in mind that Sakai technical assistance options are available by selecting the “Sakai Help” button located on the homepage of your course.

**Course Learning Goals & Objectives**

**COURSE LEARNING GOALS & OBJECTIVES**

**TIME REQUIREMENTS & COMMITMENTS**
This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

**COURSE DESCRIPTION**

This course focuses on leadership theory with special attention given to the biblical concept of servant leadership. Topics include principles for leadership within the Christian community, approaches to developing such leaders in their cultural context, and legal and ethical issues that impact Kingdom-oriented leadership.

**COURSE GOALS AND OBJECTIVES**

<table>
<thead>
<tr>
<th>GOAL 1: The learner will develop a foundational knowledge of biblical servant leadership.</th>
<th>Program Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1.1: Learners will develop and articulate an understanding of servant leadership theory through Christ’s model of servant leadership.</td>
<td>2.2</td>
</tr>
<tr>
<td>Objective 1.2: The learner will extend the breadth of the biblical servant leadership theory by contrasting Christ’s model with other biblical characters. Learners will analyze and exegesis the servant leadership models of Moses, Noah, Joseph, and two other biblical personalities.</td>
<td>2.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 2: The learner juxtapose four spheres of servant leadership—biblical, scholarly, allegorically, and personal.</th>
<th>Program Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2.1: The learner will identify, develop, and articulate scholarly positions of servant leadership theory.</td>
<td>2.2</td>
</tr>
<tr>
<td>Objective 2.2: Learners will hone perspective and strategize development of servant leadership engagement and add depth and breadth of servant leadership development through allegorical insights.</td>
<td>2.2</td>
</tr>
<tr>
<td>GOAL 3: The learner will articulate and construct creative approaches to satisfy a servant leadership need through organizational and cultural contexts.</td>
<td>2.2</td>
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<tr>
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<tr>
<td><strong>Objective 3.1:</strong> Learners will identify, develop, and articulate a position of cultural context for servant leadership strategies.</td>
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<tr>
<td><strong>Objective 3.2:</strong> Learners will analyze the structure and identify the influence of intentionally integrated cultural context in a relevant case study and establish the relationship between creativity and effective servant leadership strategies.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 4: The learner will analyze effective methods of servant leaders who diffuse the threat of position and opportunity and understand the influence of “threat” from those they seek to serve.</th>
<th>2.2, 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 4.1:</strong> Learners will understand and articulate the methods of overcoming the threat of position from those they serve.</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 4.2:</strong> Learners will understand and articulate the methods of overcoming the threat of opportunity from those they serve.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 5: The learner will develop an understanding of implemented servant leadership structures that have been measured for growth.</th>
<th>4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 5.1:</strong> Learners will analyze and evaluate strategic implementation methods that have resulted in success or failure.</td>
<td></td>
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<tr>
<td><strong>Objective 5.2:</strong> Learners will critically engage case studies and thought leaders in key ministry areas by developing and interviewing a servant leader.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GOAL 6: Learners will development of personal servant leadership strategy.</th>
<th>2.2, 4.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 6.1:</strong> Learners will analyze the peer-reviews (2) of their respective servant leadership model/strategy’s and modify their model/strategy’s per the critical analysis from the peer-review(s).</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 6.2:</strong> Learners will develop and articulate the potential generational influence that their respective servant leadership model projects.</td>
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</table>

**Course Schedule**

**COURSE SCHEDULE**

https://sakai.point.edu/portal/tool/9686b5d1-42a6-4135-bedf-db95053ea548/printFriendly
CGPS courses begin on a Monday. Accordingly, a CGPS course week extends from Monday through Sunday. Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday).

http://point.edu/course-schedules/

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Activities</th>
<th>Graded Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Unit 1: Scriptural breadth of servant leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 1, Day 3</td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 1, Day 6</td>
</tr>
<tr>
<td></td>
<td>Reflection paper #1: Christ’s servant leadership model</td>
<td>Due Week 1, Day 7</td>
</tr>
<tr>
<td>Week 2</td>
<td>Unit 2: Successful outcomes: Juxtaposing 4 spheres—biblical, scholarly, allegorically, and yours</td>
<td>Due Week 1, Day 7</td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 2, Day 3</td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 2, Day 6</td>
</tr>
<tr>
<td></td>
<td>Reflection Paper #2: Biblical model of SL vs Scholars</td>
<td>Due Week 2, Day 7</td>
</tr>
<tr>
<td>Week 3</td>
<td>Unit 3: The relationship between cultural context, creativity, and effective servant leadership strategies.</td>
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<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 3, Day 3</td>
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<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 3, Day 6</td>
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<td></td>
<td>Reflection Paper #3: Why is creativity an essential component in the cultural context of SL?</td>
<td>Due Week 3, Day 7</td>
</tr>
<tr>
<td>Week 4</td>
<td>Unit 4: Effective servant leaders diffuse the threat of position and opportunity</td>
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<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 4, Day 3</td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 4, Day 6</td>
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<tr>
<td></td>
<td>Refection Paper #4: The impact of “threat” on those we seek to serve</td>
<td>Due Week 4, Day 7</td>
</tr>
<tr>
<td>Week 5</td>
<td>Unit 5: Learning from implementation</td>
<td></td>
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<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 5, Day 7</td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 5, Day 7</td>
</tr>
<tr>
<td></td>
<td>Reflection Paper #5: Servant Leadership Interview: The “Do’s and Don’ts” of SL Implementation Strategies</td>
<td>Due Week 5, Day 7</td>
</tr>
<tr>
<td></td>
<td>Presentation: My Implementation Strategy</td>
<td>Due Week 5, Day 7</td>
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<tr>
<td>Week 6</td>
<td>Unit 6: Development of personal servant leadership strategy/model</td>
<td></td>
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<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 6, Day 7</td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 6, Day 7</td>
</tr>
<tr>
<td></td>
<td>Reflection Paper #6: My personal servant leadership model/strategy</td>
<td>Due Week 6, Day 7</td>
</tr>
<tr>
<td>Week 7</td>
<td>Unit 7: Peer-review modification &amp; assessment of outcomes of personal servant leadership strategy</td>
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<tr>
<td></td>
<td>Threaded Discussion #1</td>
<td>Due Week 7, Day 7</td>
</tr>
<tr>
<td></td>
<td>Threaded Discussion #2</td>
<td>Due Week 7, Day 7</td>
</tr>
</tbody>
</table>
Reflection Paper(s):

1. Each Reflection Paper must be posted via Sakai by 11:59 PM on Sunday of each respective week (per the due date in the Course Schedule).
2. The layout of the paper should be as follows:
   a. Title page (Page #1)
   b. Abstract and Key terms (Page #2)
   c. The body of each paper should summarize the respective subject matter and be 5-6 pages in length.
   d. Sources (Last page). There should be a minimum of 5 sources. The sources should include, but not limited to, the required readings, commentaries, academic journals, and/or required videos.
3. The paper should be formatted per Turabian 8th edition. Your paper should be appropriately written at the graduate level, free from grammatical errors, slang, and punctuation problems. The writing lab at Point University is a free resource to assist you.
4. You must upload your paper as a MS Word (.doc or .docx) or .pdf document. Please use Times New Roman font, size 12. Please double-space your paper.

Interview (Reflection Paper #5):
The "Do's and Don'ts" of Servant Leadership implementation strategies. The objective of Reflection Paper #5 is to capture the "Do's and Don'ts" of servant leadership by interviewing a servant leader who has developed, implemented, and measured outcomes of their respective servant leader strategy. The paper should follow the criteria of a Reflection Paper; however, the body of the paper should be solely comprised of the 12 questions from the interview. The introduction should introduce your participant and their servant leadership model. The body of the paper should numerically state a question, followed by a synopsis of the respective answer. Each question should follow the same format. The interview must be a minimum of 12 questions and include the following:
   a. Motivation/inspiration of the servant leadership model,
   b. Cultural context,
   c. Struggles/Hurdle's
   d. Do's and don’ts,
   e. Outcomes.

Implementation Presentation:
The presentation, "My Implementation Strategy," will be a posted video that is a minimum of 5 minutes in length. The video should focus on your implementation strategy of your personal servant leadership model. Although the video needs to clearly illuminate your implementation strategy, the presentation should cover four points; a short
synopsis/explanation of your servant leadership model, scriptural and cultural context, implementation strategy, and projected outcomes.

**Personal Philosophy Paper:**

- The objective of the paper is to comprehensively summarize how Christ’s model of servant leadership, other biblical examples, scholarly positions, cultural context, case studies, and allegories have shaped your personal philosophy of servant leadership.
- The paper should include your servant leader strategy/model, implementation strategy, and forecasted outcomes juxtaposed to the peer-review modifications.
- The layout of the paper should be as follows:
  
a. Title page (Page #1)
b. Abstract and Key terms (Page #2)
c. The body of each paper should summarize the respective subject matter and be 10-12 pages in length.
d. Sources (Last page). There should be a minimum of 15 sources. The sources should include, but not limited to, the required readings, commentaries, academic journals, and/or required videos.

- The paper should be formatted per Turabian 8th edition. Your paper should be appropriately written at the graduate level, free from grammatical errors, slang, and punctuation problems. The writing lab at Point University is a free resource to assist you.
- You must upload your paper as a MS Word (.doc or .docx) or .pdf document. Please use Times New Roman font, size 12. Please double-space your paper.
- This Reflection Paper must be posted via Sakai by 11:59 PM on Sunday, the last day of the weekly unit (per the due date in the Course Schedule).

**Grading Policies**

**GRADING POLICIES**

**Course Evaluation Plan**

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

**Points Distribution**

Graded assignments will be distributed as follows:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Threaded Discussions (14)</td>
<td>350</td>
</tr>
<tr>
<td>Reflection Papers (7)</td>
<td>350</td>
</tr>
<tr>
<td>Personal Philosophy Paper (1)</td>
<td>250</td>
</tr>
<tr>
<td>Implementation Presentation (1)</td>
<td>50</td>
</tr>
</tbody>
</table>
Final Grades

The following scale will be used when calculating final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Final grades will be posted according to the Academic Calendar. [http://point.edu/academic-calendar/](http://point.edu/academic-calendar/)

Please consult with your program of study or advisor ([http://point.edu/academic-advising/](http://point.edu/academic-advising/)) if you are required to maintain a specific GPA to successfully complete this course.

Checking Grades

Be sure to check your grades often via the Sakai online Gradebook.

For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly ([https://point.edu/catalogs/](https://point.edu/catalogs/))

Course Expectations

EXPECTATIONS

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please review these resources:

- Netiquette
- What every online student needs to know
- Netiquette guide for online courses
- Discussion board netiquette

Turnitin Requirement

It is especially important that students write their papers with the utmost integrity. Point University and the Access program have high expectations regarding academic dishonesty and plagiarism. It is vital that students demonstrate that they are citing sources correctly and that they are avoiding the different types of plagiarism.

Therefore, CGPS classes will rely on Turnitin to check for originality and plagiarism of written papers. Turnitin will check student papers for originality and will highlight places where text is identical to other sources. The instructor can then determine whether the highlighted text has been used and cited properly.

Papers will be submitted using the regular assignment submission process. If Turnitin is turned on you will be able to see a percentage indicating similarity to other sources after Turnitin has processed the paper.
POLICIES

For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/).

Suggested Resources for Further Study

SUGGESTED RESOURCES FOR FURTHER STUDY


Laniak, T. S. *Shepherds After My Own Heart.* Downers Grove, IL: Inter-Varsity Press, 2006.


**Copyright Statement**

**Copyright and Further Dissemination**

All content within this course is intended for transformative, educational, and informational purposes under *(Fair Use)*. These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.