

<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2024</b>
LE 634 – 1	Leadership and Servanthood	<b>Prerequisite:</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Delivery:</b>	In-person	<b>Instructor:</b>	Clint Mix Rev. Dr. (DMin)	<b>First Day of Class:</b>	January 8, 2024
<b>Days:</b>	12 (half days)	<b>Email:</b>	clint.mix@ambrose.edu	<b>Last Day to Add/Drop:</b>	January 21, 2024
<b>Time:</b>	5:30-8:30 PM	<b>Phone:</b>	587.284.9973 (Please text to arrange a time for a conversation)	<b>Last Day to Withdraw:</b>	March 28, 2024
<b>Room:</b>	L2100	<b>Office:</b>	587.284.9973 (Please text to arrange a time for a conversation)	<b>Last Day to Apply for Coursework Extension:</b>	April 2, 2024
<b>Final Exam:</b>	None	<b>Office Hours:</b>	By appointment only	<b>Last Day of Class:</b>	April 8, 2024

### Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

### Course Description

An exploration of leading with a servant mindset in a world of power, position, and politics. Students will study and wrestle with the application of Servant Leadership rooted in the life and teaching of Jesus, centered around a commitment to serve, inspire, challenge, and lift others to greater influence and effectiveness in the world.

### Expected Learning Outcomes

This course will wrestle with a way of leading that has been the focus of much dialogue and debate in recent leadership studies. The core question of this course will be – How does one lead with a servant mindset, and how is such leadership practiced in the real world of power, position, and politics? The concept of Servant Leadership, rooted in the model of Jesus, portrays real influence in the world as something that begins at the

heart level with a commitment to serve, inspire, challenge, and lift others to a greater experience of life and effectiveness in the world. Though it is one thing to espouse this commitment; it's another thing to practice the skills to make this actually happen. Regardless of leadership context, this course experience will seek to clarify the philosophy and practice at the heart of leading others as a servant.

**1. Cultivating a heart after God by:**

- Addressing the heart and mindset of Servant Leadership as a life rooted in humility – first before God and then secondly in the presence of people
- Establishing a renewed perspective on identity as a person and as a Servant Leader

**2. Fostering vocational clarity and effectiveness by:**

- Developing a deep conviction concerning the call to Servant Leadership
- Developing conceptual framework (s) for effectively leading as a servant
  - Different functions and models of Servant Leadership will be explored

**3. Nurturing theological depth and breadth by:**

- Exploring and grasping the biblical and historical call to Servant Leadership
- Grasping the necessity of Gospel humility founded on a Christ-centred life, for all of life and leadership

## Required Textbooks

Cooperrider, David and Whitney, Diana. 2005. Appreciative Inquiry. Berrett-Koehler Publishers. Oakland, CA.

Cosper, Mike. 2021. The Rise and Fall of Mars Hill. Christianity Today. Available on multiple platforms, including Spotify.

Nouwen, Henri. 1989. In the Name of Jesus. The Crossroad Publishing Company. New York, NY.

Rinehart, Stacy. 1998. Upside Down Leadership – The Paradox of Servant Leadership. Nav Press. Colorado Springs, CO.

Sinek, Simon. 2014. Leaders Eat Last. Penguin Random House. New York, New York.

(Other recommended books/readings will be given throughout the class).

## Course Schedule (2024)

**Note: The Weekly Readings/Podcasts are a Requirement for this Class**

### January 8

#### Unit One: Introduction to Servant Leadership

##### Before this Class/Unit

- Read and Reflect on
  - Matthew 20:20-28
  - Mark 10:35-45
  - John 13:1-17

#### Unit Two: Course and Assignments Overview

##### Before this Class/Unit

- Read and Reflect on
  - The Course Syllabus and the Moodle Site

### January 15

#### Unit Three: Establishing Your Identity as a Servant Leader

##### Before this Class/Unit

- Read and Reflect on
  - Course Book: *In the Name of Jesus*
  - Matthew 20:20-28
  - Matthew 3:17-4:11
  - Romans 8:12-17

## January 15 (cont.)

### Unit Four: "The Rise and Fall of Mars Hill" (One)

#### Before this Class/Unit

- Read/Listen and Reflect on
  - 1 Timothy 3
  - 2 Timothy 2:14-26 (paying special attention to verse 24)
  - The Rise and Fall of Mars Hill, be prepared to interact with these episodes
    - Who Killed Mars Hill?
    - Boomers, The Big Sort, and Really, Really Big Churches
    - You Read The Bible, Ringo?
    - I am Jack's Raging Bile Duct

## January 22

### Unit Five: Serving Others Through Empowering Leadership

#### Before this Class/Unit

- Read/Listen and Reflect on
  - Exodus 18
  - John 3:22-36
  - John 15:1-17
  - Galatians 2:20
  - Ephesians 4:11-15
  - Colossians 3:3
  - 2 Timothy 2:1-2

### Unit Six: Upside Down Leadership

#### Before this Class/Unit

- Read and Reflect on
  - Course Book: *Upside Down Leadership*
  - Matthew 20:20-28
  - Mark 10:35-45
  - John 13:1-17

## January 29

### Unit Seven: Serving others by assisting them in spiritual gift discovery

#### Before this Class/Unit

- Read and Reflect on
  - Exodus 31:1-11
  - Romans 12
  - 1 Corinthians 12-14
  - 2 Timothy 1:3-6
  - 1 Peter 4:7-11
- Complete your [Spiritual Gift assessment test](#) and review the definitions of all the gifts, reflect on how this may shape your leadership (link in Moodle)
- Using the definitions provided in the above assignment have three people who know you well identify what they think your spiritual gifts are and why

### Unit Eight: “The Rise and Fall of Mars Hill” (Two)

#### Before this Class/Unit

- Read, Listen, and Reflect on
  - Genesis 3:16
  - Colossians 1:15-22
  - 1 Timothy 2
  - The Rise and Fall of Mars Hill, be prepared to interact with these episodes
    - The Things We Do To Women
    - Demon Hunting
    - The Brand
    - The Bobby Knight Problem

## February 5

### Unit Nine: Serving Others by Empowering them (and you) to Discover God’s Calling on Their Lives

#### Before this Class/Unit

- Read and Reflect on
  - Psalm 139:16
  - Luke 4:14-30
  - Romans 15:14-22
  - Ephesians 2:1-10
  - Course Book: *Practicing Greatness*, Chapter Four (pages 81-98)
- Complete, “Developing My Personal Vision Worksheet” (on Moodle)

## February 5 (cont.)

### Unit Ten: Leaders Eat Last

#### Before this Class/Unit

- Read and Reflect on
  - Course Book: *Leaders Eat Last*
  - Matthew 20:20-28
  - Mark 10:35-45
  - John 13:1-17

## February 12

### Unit Eleven: Leadership Agility

#### Before this Class/Unit

- Read and Reflect on
  - Optional (and highly recommended) Book Read: *Leadership Agility* (Joiner and Joseph)
  - 1 Corinthians 9

### Unit Twelve: The Servant Leader, Criticism, and Conflict

#### Before this Class/Unit

- Read and Reflect on
  - James 1:19-20
  - 2 Timothy 2
    - A goal for this class is to have you memorize 2 Timothy 2:24

## February 19 (Family day no class) (Reading week)

## February 26

### Unit Thirteen: Laying the Foundation of Servant Leadership Through Appreciative Inquiry

#### Before this Class/Unit

- Read and Reflect on
  - Course Book: *Appreciative Inquiry*
  - Philippians 4:2-9
  - Optional Read: *Appreciative Leadership* (Whitney, Trosten-Bloom, Rader)

### Unit Fourteen: Laying the Foundation of Servant Leadership Through Communal Discernment

#### Before this Class/Unit

- Read and Reflect on
  - 1 Samuel 3
  - John 10:1-21
  - Genesis 1:27-31
  - Genesis 12:1-3
  - Matthew 28:16-20
  - Romans 12:1-2
  - Colossians 1:15-23
  - Revelation 22
  - Optional Read: *Discerning God's Will Together* (Haley Barton)

## March 4

### Unit Fifteen: Servant Leadership Through Appreciative Inquiry Part One

#### Before this Class/Units

- Read and Reflect on (note that this is the same as last week, but please review)
  - Course Book: *Appreciative Inquiry*
  - Philippians 4:2-9

### Unit Sixteen: Servant Leadership Through Appreciative Inquiry Part Two

## March 11

### Unit Seventeen: Servant Leadership Through Communal Discernment Part One

#### Before this Class/Units

- Read and Reflect on (note that this is the same as two weeks ago, but please review)
  - 1 Samuel 3
  - John 10:1-21
  - Genesis 1:27-31
  - Genesis 12:1-3
  - Matthew 28:16-20
  - Romans 12:1-2
  - Colossians 1:15-23
  - Revelation 22
  - Optional Read: *Discerning God's Will Together* (Haley Barton)

### Unit Eighteen: Servant Leadership Through Communal Discernment Part Two

## March 18

### Unit Nineteen: Servant Leadership Through Coaching (Part One)

#### Before this Class/Units

- Read and Reflect on
  - TBA

### Unit Twenty: Servant Leadership Through Coaching (Part Two)



## March 25

### Unit Twenty-One: "The Rise and Fall of Mars Hill" (Three)

#### Before this Class/Unit

- Read, Listen and Reflect on
  - The Rise and Fall of Mars Hill, be prepared to interact with these episodes
    - State of Emergency
    - Red Sky at Morning
    - The Tempest
    - Aftermath
    - Everything is Still Falling Apart
    - Optional: Healing and Resurrection after Spiritual Trauma
    - Optional: A Conversation with Tim Keller

### Unit Twenty-Two: Reckoning With Power

#### Before this Class/Unit

- Read and Reflect on
  - Course Book: *Reckoning with Power*
  - Matthew 20:20-28
  - Mark 10:35-45
  - John 13:1-17

## April 1 (No Class, Easter)

## April 8: Group Presentations

### Unit Twenty-Three: Final Preparation for Group Presentations

### Unit Twenty-Four: Group Presentations/Course Wrap Up

## Course Requirements

### 1. Servant Leadership Presentation

A biblical and or theological reflection on Servant Leadership that doesn't come from one of the following passages, Matthew 20:20-28; Mark 10:35-45; John 13:1-17. This 5–7-minute verbal presentation should give an adequate summary of the idea in the text/theological concept, at least one practical application, and a reflection question for the rest of the class to wrestle with. Sign-up for these presentations will be on the first day of class.

- Due Date: Throughout
- Grade: /5
- Basis of Grade
  - Congruence of Servant Leadership principle presented with the biblical text/source it came from
  - Clarity of presentation
  - Transferability of principle
  - Engagement and timing of presentation

### 2. Self-Reflection Paper on your Journey to Servant Leadership.

Utilizing some of the appropriate materials presented in the class, assess your current posture relative to Servant Leadership from the perspective of your heart/character/spirituality and, secondly, from your competency perspective. Competency refers to practical tools you have used to lead as a Servant Leader. As a self-reflective paper, using the first person "I" is acceptable.

The paper should follow the following construct,

- Introduction: Very short and only say what is coming in the paper
- Current State of "Heart"
- New "Heart" Learnings
- "Heart" next steps towards greater servant leadership
- Current State of "Hand" (competencies/skills)
- New "Hand" (competencies/skills) Learnings
- "Hand" next steps towards greater servant leadership
- Conclusion: Very short and summarize the paper

## Details

- Due Date: April 14, 2024
- Length: 5-7 Pages
- Basis of Grade
  - Appropriateness of self-reflection
  - Integration of sources
    - There should be a minimum of three sources beyond Scripture and Course Materials. Course textbooks are highly appropriate sources.
  - Demonstration of movement towards a Servant Leadership Posture
  - Clarity and cleanness of paper
    - Clear expectations will be provided on the first day of class
- Grade: /30

### 3. Theological/Biblical Principles of Servant Leadership

This paper should provide two to four principles of servant leadership. Each principle is expected to be clearly stated, defined, supported, and applied to the current or anticipated context of the student.

The paper should follow the following construct,

- Main Heading: Introduction: Concise and only say what is coming in the paper and provide the present or anticipated application context
- Main Heading: Principle One (in a clear statement, not one or two words)
  - Sub-heading: Definition (clearly describe the Principle in one to three sentences)
  - Sub-heading: Support (which will include the following sources)
    - Scripture
    - Course materials
    - Coursebooks
    - Other credible Sources
    - Your interaction with the sources
  - Sub-heading: Application
- Repeat for two to four principles
- Conclusion: Very short and summarize the paper

## Details

- Due Date: April 28, 2024
- Length 8-10 pages
- Basis of Grade
  - Quality of Principles
  - Integration of sources
    - There should be a minimum of seven sources beyond Scripture and Course Materials. Course textbooks are highly appropriate.
  - Clarity of thought
  - Clarity and cleanness of paper
- Grade: /40

## General Guidelines for the Submission of Written Work

Your work should demonstrate the following characteristics:

- 12-point font
- Normal margins
- Double spaced
  - No extra spaces between paragraphs and sections
- Headings and sub-headings used throughout, Including Introduction, main points, and sub points along with your conclusion
- Title Page requested
- Submit papers via the portal in the Administration Section of Moodle
  - File name will be: lastname, firstname, papername
  - Paper must be submitted in .pdf (not .docx)
- If there is any problem with the online submission students may also be asked to submit papers via email
  - Paper name will be: lastname, firstname, papername
  - Paper must be submitted in .pdf (not .docx)
  - Submit the papers to: [clint.mix@ambrose.edu](mailto:clint.mix@ambrose.edu)
- Students are expected to keep back up copies of their work until they receive their final course grade
- APA Citation requested
- No Endnotes
- Other citation formats acceptable, must be consistent
- Include a bibliography

**Commented [AA1]:** Are you sure you want to show your personal email address on a public document?

#### 4. Group Project (In Class Presentation)

Students will be placed into small groups and will choose one of the following topics to give a class presentation on.

- Helping a church transition from a hero/expert leader (pastor) to a Servant Leader
- Working with a church that is in transition and looking for a new pastor, the emphasis will be on helping them see and hire a Servant Leader pastor
- “Leading up,” by empowering an existing (senior to you) pastor to embark on a journey of transforming from a heroic leadership paradigm to a Servant Leadership paradigm
- Changing the culture of a church from dependence on a leader to a paradigm and practice of communal discernment as the basis of leadership
- Other... the group could explore a different topic that would be approved by the professor

#### Details

- Due Date: April 8, 2024
- Length 15-20 minutes (may vary depending on the number of groups)
- Basis of Grade
  - Quality of interaction with the theme
  - Integration of sources
    - Scripture, course books, course materials, and possibly other sources should be used and cited in the presentation
    - There should be a minimum of three sources beyond Scripture and Course Materials. Course textbooks are highly appropriate.
  - Clarity of thought
  - Quality of engagement/presentation
  - Transferability of material
  - Grade: /25

#### Attendance

As much of the learning is accomplished via small group interaction, students are expected to be at all the classes. Should you need to miss, the professor should be notified ahead of time.

Should a student miss three or more classes they will be given a failing grade.

#### Policy on Late Papers and Extensions

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Grades for papers submitted late, without an approved extension, will be lowered at the rate of ten percentage points per week or part thereof.

## Summary of Assignments and Grading

Evaluation is based upon the completion of the following assignments:

Assignment	Due Date (2024)	Value %
Servant Leadership Individual Presentation	TBD	5%
Group Presentation on Servant Leadership	April 8	25%
Self-Reflection Paper on Servant Leadership	April 14	30 %
Theological/Biblical Principles of Servant Leadership	April 28	40%
Total Grade		100 %

## Grade Summary

Grade %	Grade Letter	Interpretation	Grade Points
90+	A+	Mastery: Complete Understanding of the Subject Matter	4.00
85-89	A		4.00
80-84	A-		3.70
77-79	B+	Proficient: Well-developed understanding of the Subject Matter	3.30
73-76	B		3.00
70-72	B-		2.70
67-69	C+	Basic: Developing an Understanding of the Subject Matter	2.30
63-66	C		2.00
60-62	C-		1.70
57-59	D+	Minimal Pass: Limited Understanding of Subject	1.30
53-56	D		1.0
50-52	D-		
	F	Failure: Failure to Meet Course Requirements	0.00
	P	Pass	No Grade Points

## Ambrose University Important Policies & Procedures:

### Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

### Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See [ambrose.edu/registrar/request-forms](http://ambrose.edu/registrar/request-forms).) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically

consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination Servant Leadership conflicts with another exam; or 2) the scheduled final examination Servant Leadership results in three consecutive examination periods. Travel is not considered a valid excuse for rescheduling or missing a final exam.

### Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

150 Ambrose Circle SW, Calgary, AB T3H 0L5  
T 403-410-2000 TF 800-461-1222  
info@ambrose.edu  
ambrose.edu

### **Lecture Recording**

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

### **Standards of Behaviour in the Classroom Setting**

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class.

### **Academic Integrity**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

### **Academic Policies**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### **Privacy**

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).



## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### Learning Services

Learning Services provides support with

- **research and communication skills** (e.g., writing a paper, researching, giving a presentation), and
- **subject-specific skills** (e.g., solving a chemistry problem, reconciling a general ledger, understanding a philosophical argument).

We offer workshops, one-to-one tutoring, and more, and all of our services are **free** to students currently enrolled at Ambrose University. To learn more, please visit

<https://ambrose.edu/sas/learning-services>.

### Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

#### Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website– [ambrose.edu/sexual-violence-response-and-awareness](http://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: [www.calgarycasa.com](http://www.calgarycasa.com)

**Note:** Students are strongly advised to retain this syllabus for their records.