Course Description: Servant leadership is both a theoretical and practice model of management. Catholic servant leadership adds a theological/spiritual dimension to the model, placing the teaching of Jesus Christ, as passed on by the gospels and doctrinal documents of the Catholic Church, at the center of servant leadership. This course explores Catholic servant leadership as a means for managers and administrators to help their organizations and the people they lead to grow, thrive, and succeed. The course examines the foundation of Catholic servant leadership in the traditions and books of the Old and New Testament, and the witness of saints who exemplify Catholic servant leadership. Finally, the course allows the student to consider the practice of Catholic servant leadership in management, its promise and pitfalls.

Instructional Methods: This course is delivered online in a traditional semester. Each week, students will dynamically engage in learning activities, readings, lectures, discussions, reflections, and assignments through the course website. The professor relies on the student to be an independent, adult-learner who is self-motivated to both learn and teach peers. In the learning journey, the student must complete assigned readings, discussions, and assignments before the due date so that the student is fully prepared to provide other learners with perspectives, gained knowledge, and critical questions that further the learning experience.

Educational Objectives:

At the completion of the course, the student should be able to:

1. Define Catholic servant leadership;
2. Apply principles of Catholic servant leadership to organizational administration;
3. Identify areas of personal, spiritual, and professional growth as a servant leader;
4. Set leadership goals that arise from adopting Catholic servant leadership as a management model;
5. Explain benefits and challenges of adopting Catholic servant leadership as a model of management.
Required Texts

All required reading will be posted in the course website or may be accessed through The Catholic University of America library. Readings will be identified in the syllabus week-to-week. Students are expected to access and read all assigned materials.

Class Expectations

Scholastic Expectations

All written work should reflect the original thinking of the student; cite references where material is quoted, adapted from, or drawn from existing sources; adhere to a professional format (APA, Turabian, etc.); and be carefully proofread by the student before submission to the instructor for grading.

Any act of academic dishonesty, including plagiarism and representation of another person’s work as the student’s own will result in an automatic grade of “F” on the assignment and referral to the academic administrator overseeing the student’s academic discipline for further potential action, in keeping with University policies.

Matrices for instructor evaluation of student’s written materials in each assignment are appended to this syllabus. Students should be familiar with the standards set in the matrices as they write the various required assignments.

All work must be submitted before the due date/time. No late assignments will be accepted.

a. Accommodations

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify the disability(ies) with CUA Disability Support Services (DSS) and submit documentation from DSS to the instructor. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

b. Weighting of Coursework

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection Papers</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>60%</td>
</tr>
</tbody>
</table>
c. **Course Participation**

While this is an online course, weekly participation is mandatory. Participation will be evaluated by peer-to-peer interaction in discussion posts, as well as integration of reading in both discussion posts and assigned papers. A student must check-in frequently (as opposed to “checking out”, that act of not being intentionally present in a course) in order to be counted as participating. While no points or percentages are afforded for participation, in instances when the student is on the cusp of a higher or lower grade in an assignment or for the course, participation will be assessed in decision of the final grade.

II. **Assignments**

**Discussion Boards:** At four points in the course, the instructor will pose a discussion question in the *Discussion Board* in the course website. Each student will post one original thread to the discussion, answering the question posted by offering *informed* opinion (an informed opinion is one that is founded on information gathered from required reading, lecture materials, and other course materials). The thread must be much more than a mere affirmation or refutation statement (“I agree.” “I disagree.”). Rather, the student must fully explicate the informed opinion as an answer to the critical question posted.

In addition to posting one original thread each week, each student is required to enter into engaged dialogue with other students, reflecting on other students’ posted threads in a reflective, involved, and thoughtful discussion.

Students will practice the characteristic traits and behaviors of Catholic servant leadership in their discussion board interactions. “Flaming” behavior (denigration of the individual, attacking others, labeling, etc.) will not be tolerated. In the first instance of such behavior, the offender will be privately admonished by the instructor. Should another incidence occur, the student will be dismissed from the course and a grade of F will be assigned. Note that disagreement in polite discussion is not the same as flaming behavior. Indeed, critical discourse requires disagreement in exchange of ideas and thoughts. When in doubt, check with the instructor!

**Critical Reflection Papers:** Students will write two reflection papers that critically discuss materials in the course, answering particular questions by posted by the instructor. The reflection papers will enable the student to consider what has been learned in the course, incorporate her or his perceptions of lived experiences, and arrive at a vision of growth as a servant leader.

Each reflection paper will be no less than four (4) pages, and no more than six (6) pages long. The paper will be double-spaced, using 12 font, and 1” margins.
Professional, graduate-level grammar, spelling, syntax, and citation are required. An evaluation matrix that will be used for grading of the reflection papers is appended to this syllabus.

Final Paper: Students will write a ten (10) page academic paper that demonstrates mastery of understanding of the principles, values, ethics and practices of Catholic servant leadership, as well as reflects on the student’s growth in the course as a servant leader.

The paper will be double-spaced, using 12 font, and 1” margins. Professional, graduate-level grammar, spelling, syntax, and citation are required. An evaluation matrix that will be used for grading of the final paper is appended to this syllabus.

III. Grading Policy

Grades for the course are based on the University grading system.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>Satisfactory</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>80-82</td>
</tr>
<tr>
<td>C</td>
<td>Passing but marginal</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Failure—the student failed to demonstrate an adequate understanding of course concepts.</td>
<td>&lt;70</td>
</tr>
<tr>
<td>F*</td>
<td>Failure—the student ceased to participate in class.</td>
<td></td>
</tr>
</tbody>
</table>
SCHEDULE OF CLASSES

**Week 1**  
*Introduction to Course*

**Required Readings**

- Course syllabus

**Week 2**  
*Introduction to Catholic Servant Leadership*

**Required Readings**

- Review the Greenleaf Center for Servant Leadership at https://www.greenleaf.org/what-is-servant-leadership/

**Week 3**  
*Defining Catholic Servant Leadership*

**Required Readings**


**Week 4**  
*Biblical Foundations of Catholic Servant Leadership*

**Required Readings:**


**Week 5**  
*Catholic Doctrinal Foundations of Catholic Servant Leadership*

**Required Readings:**

Week 6

Values and Ethics of Catholic Servant Leadership

Required Readings:


Week 7

Characteristics of Catholic Servant Leadership

Required Readings:


Week 8

Saints Alive! Role models for Catholic Servant Leadership


Week 9

Self-Assessment and Catholic Servant Leadership

Required Readings:

Complete the assessment at http://modernservantleader.com/servant-leadership/leadership-assessment-for-servant-leaders/

**Week 10**  
*The Practice of Catholic Servant Leadership*

**Required Readings:**


**Week 11**  
*Benefits and Challenges of the Practice of Catholic Servant Leadership*

**Required Readings:**

http://spearscenter.org/SAVORINGLIFE_fin.pdf

**Week 12**  
*Need for Catholic Servant Leadership Today*

**Required Readings:**

• Howard Schultz: America deserves a servant leader. Located at  


**Week 13**  
*Catholic Servant Leader as Lifelong Learner*


• The best leaders are insatiable learners.  https://hbr.org/2014/09/the-best-leaders-are-insatiable-learners

• The leader as lifelong learner.  https://michaelhyatt.com/the-leader-as-lifelong-learner.html

**Week 14**  
*Passing the Torch: The Catholic Servant Leader as Teacher & Mentor*

**Required Readings:**


• Servant leadership, Act II: Mentor, teacher, transformer.  
http://www.bizjournals.com/phoenix/blog/business/2015/03/servant-leadership-act-two-mentor-teacher.html