

LEADERSHIP 201
Spring Semester, 2012
Last revised: December 31, 2011

Catalog Description

LDRS 201: Team-building and servant leadership in the context of Advanced Change Theory and the context of the historic Christian faith. Students learn about (servant) leadership and the transformational perspective of change from the inside out, and they learn by doing. This course assesses the heart, soul, hands, and mind of leadership. My hope is that it will give you “lift.” Two credits; in terms of your life, I hope much more.

NOTE: AMERICANS WITH DISABILITIES ACT: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services and/or Academic Support Center. If you have questions, call Student Development at extension 7800.

NOTE: Hope College expects all students to assess each course in an effort to continuously improve student learning. At the end of the semester, you will be asked to assess how well this course met its stated goals. Your responses will be kept anonymous, but I will take the collective results seriously in thinking about how to provide Hope students the best possible education. Your responses matter. You are urged to participate in this important process.

Objectives

- **To help students experience the “Fundamental State of Leadership”**
- **To grow in character and competencies (learning, team-building, critical thinking, written communication)**

Texts

- DePree, Max (2004, original 1989), *Leadership is an Art*, New York: Doubleday.
- Hunter, James (1998), *The Servant*, New York: Random House.
- Lencioni, Patrick (2002), *The Five Dysfunctions of a Team*, San Francisco: Jossey-Bass
- Quinn, Robert E.(2004), *Building the Bridge As You Walk On It*, San Francisco: Jossey-Bass

Instructor

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Evaluation

NOTE: Students must complete all assignments to pass this course.

- **Critical Analysis (C.A.) Memos** **55 %**

God asks that we love him with all of our heart, soul, mind, and strength. This is another way of asking if we live our lives with integrity in service to Him; in other words, are our thoughts and behaviors congruent with our values and beliefs? To practice the skill of critical analysis for a disciplined life of integrity, please WRITE and E-mail me a single-spaced, 12 pt. font, block paragraph with bullet points, two-page memo (unless otherwise noted) that includes the following (see sample attached at the end of the syllabus):

- Introduction and Overview: What is this memo about?
- Synopsis: What is the question, implied or explicit, the author is answering? What is the essence of the author's answer? In your opening sentence, say something summative and profound, something that foreshadows what you will write about that gets the reader's attention.
- Critical Analysis Questions
 - Heart: What does the author value—what comes through as being of utmost importance? How would you describe the author's values? How are they the same and different from other authors we've read?
 - Soul: What does the author implicitly believe to be true? What does he/she assume or believe to be true about reality, about how humans relate to reality and to each other, about what's wrong with the world, and about the remedy? In other words, what is the author's basic worldview? How is it the same and different from other authors we've read?
 - Hands: What is the author encouraging us to do? What practices, actions, or disciplines does the author advocate? What does the author want us to do? How is it the same and different from the other authors we've read?
 - Mind: What is the chain of logic in the author's argument (e.g., cause and effect)? How is it the same and different from the other authors we've read?
- Response: What is your response to the heart, soul, hand, and mind of the reading?

- Application: How does the reading give you the courage and confidence to navigate the future?
 - Conclusion
 - Note: You will be graded on the professional quality of your paper. Remember that memos are written in short sentences and short paragraphs.
- **Final Reflection paper** **10 %**
 - **Peer Evaluations (Service Learning Project)** **20 %**

As a team, you will be asked to design your own service project. The service project has to include the equivalent of providing 16 hours/student of direct service to an organization or group of people as a team. The 16 hours does not include the time spent becoming a team (building relationships) and planning the tasks. Your team must submit a one-page proposal (“Letter of Engagement”) for your service project, listing (1) expected outcomes for you and for those being served (you will no doubt learn from each other) [why], (2) the scope of the project and what you will do [what], and (3) a time-line for the project [when], who will be involved [who], and how you will achieve your objectives [how]. The proposal must be signed by a representative of the “client” organization (i.e., City on a Hill, Community Action House, Compassionate Heart Ministries, Holland Rescue Mission) and by each team member. Individually, you will be asked to submit a memo debriefing your experience.

- **Professor Evaluations [participation and quizzes]** **15 %**

Note: Writing assignments are graded on a sense of concise thoroughness. STUDENTS ALWAYS HAVE THE OPTION OF REWRITING MEMOS if they are re-written within a week of their return.

Grading

- “Check Plus” (A-) = BOTH high quality in writing AND significant depth in thinking
- “Check” (B) = EITHER high quality in writing OR significant depth of thinking
- “Check Minus” (C+) = NEITHER high quality in writing NOR significant depth of thinking

Topics and Activities

Week 1 (Jan 12): What is “leadership?” What skills are needed? What state of mind?

- Introductions and Overview
- What are we learning about leadership from our culture?
- Review of Max DePree’s “The Attributes of Leadership”
- Play movie clip from “Pay It Forward”

Week 2 (Jan 19): Leaders “Abandon Themselves”

- **READ** *Leadership is an Art* and **WRITE and E-MAIL** to me a two-page C.A. memo.
- MEET at HERMAN MILLER, 3:15 PM to 4:45 PM (Please wear “church attire”)!!!
- FORMING, storming, norming, performing.
- TRUST, conflict, buy-in, accountability, results.
- We will review the C.A. Memo format.

Week 3 (Jan 26): Leaders Build Teams

- **READ** “The Fable” in Lencioni’s *The Five Dysfunctions of a Team* (through p. 184) and **WRITE and E-MAIL** to me a two-page C.A. memo.
- FORMING, storming, norming, performing.
- TRUST, conflict, buy-in, accountability, results.

Week 4 (Feb 2): Leaders Trust (and are Trustworthy)

- **READ** “Articulate Your Personal Brand Through Your Social Network”
- Office of Career Services here to speak about importance and tools of relationship building.
 - Explore calling
 - Learn to be a servant leader
- FORMING, storming, norming, performing.
- TRUST, conflict, buy-in, accountability, results.

Week 5 (Feb 9): Leaders Use Models

- **COMPLETE** the relationship building assignment.
- **READ** “The Model” in Lencioni’s *The Five Dysfunctions of a Team*.
- You will be assigned to teams.
- In class we will implement activities found in Lencioni’s book in “The Model”

- **NOTE:** *The class will divide into teams. Each team will create its own service learning project, in an attempt create “productive community” and put the servant leadership philosophy and its various principles and tools (assigned in this class) to the test. Each team member is expected to contribute at least 16 hours of direct service to an organization, in addition to service to his/her team.*
- Choosing a leader (list characteristics of a leader, choose the top 5, create interview questions)
- Forming, STORMING, norming, performing.
- Trust, CONFLICT, Buy-in, accountability, results.

Week 6 (Feb 16): Leaders are “Fundamental”

- **READ** and be prepared to discuss the Preface and Chs. 1-3 of *Building the Bridge As You Walk Across It* and **WRITE and E-mail** to me a two-page C.A. memo.
- In class, revise interview themes and questions, and interview members from another team. **In class, write me a note explaining who you chose and why.**
- Forming, STORMING, Norming, performing.
- Trust, CONFLICT, Buy-in, accountability, results.

Week 7 (February 23): Leaders Bridge “Competing Values”

- **READ** and be prepared to discuss Quinn’s *Building the Bridge as You Walk On It*, Chs. 8-15, 17. Complete the FSL practices scales at the end of each chapter and complete an emotional intelligence assessment and **EMAIL** me a summary of the results.
- Team leaders announced.
- **In class**, as a Team, discuss what you will do on your service learning project. (Possible clients: City on a Hill Ministries, Community Action House, Holland Rescue Mission, Resthaven/Warm Friend.) Answer the following questions:
 - What result do you want to create? (Productive community—see below)
 - What would your story be if you were living the values you expected of others?
 - What do others (i.e., the service learning client) think of the situation (of college students volunteering)?
 - What are three or four strategies to get the result you are trying to create?
- **Review competing leadership styles (from *Deep Change*)**
- Forming, STORMING, Norming, Performing.
- Trust, conflict, BUY-IN, Accountability, results.

Week 8 (March 1): Leaders Use Science

- **READ** “Leadership That Gets Results” and **WRITE and E-Mail** me a two-page C.A. memo.
- **As a Team, MEET** outside of class and **WRITE** and **E-MAIL ME** a draft of your “Letter of Engagement” to the service learning client.
- Forming, STORMING, Norming, performing.
- Trust, Conflict, BUY-IN, accountability, results.

Week 9 (March 8): Leaders Love

- **READ** *The Servant* and **WRITE and E-mail** to me a two-page C.A. memo.
- Guest?
- **GIVE/E-MAIL** me a signed copy of the letter of engagement with your service learning client.
- Forming, STORMING, Norming, performing.
- Trust, Conflict, BUY-IN, accountability, results.

Week 10 (March 15): Leaders Are Spiritual

- **READ** and **REFLECT ON** “Living in the Present” and “Joy.”
- Forming, STORMING, Norming, performing.
- Trust, Conflict, BUY-IN, accountability, results.
- Office of Career Services here to speak about professional communications

Week 11 (March 29): Leaders Have Vision

- **COMPLETE** OCS assignment
- **READ** the Preface and Chs. 1-2 of Visioneering and **E-MAIL ME** the answers to the questions.
- **MEET** as a team in class and outside of class. The team leader is asked to follow the suggestions in Lencioni’s book (“The Model”). **COPY ME** on meeting minutes.
- Forming, Storming, NORMING, performing.
- Trust, Conflict, Buy-In, ACCOUNTABILITY, results.

Week 12 (April 5): Leaders Build Community

- **READ** “Tracing the Past, Present, and Future of Servant Leadership” by Larry Spears. **WRITE and E-MAIL** to me a three-page C.A. memo that discusses how the authors we’ve read have similar/dissimilar heart/soul/hand/mind perspectives and how servant leadership, as a philosophy, ties the readings together.

- **Intervention!**
 - Self-Intervention: assess yourself on Spears' characteristics of servant leadership
 - Team-Intervention: assess the team based on Lencioni's model
- Guest?
- Forming, Storming, NORMING, performing.
- Trust, Conflict, Buy-In, ACCOUNTABILITY, results.

Week 12 (April 12): Leaders Reflect

- It is time to **FINISH** the service learning project. **WRITE and E-MAIL** to me a two-page memo on the team service learning experience. (Insert the word "team" for the word "author" in the memo-writing instructions above). One very important question to answer under "heart" is: does the team value "productive community"? Another important question to answer under the "soul" section is: what was the chain of logic of our team's leadership model—that is, how did we make productive community happen? Here are some ways to think about the concept of "productive community."

One definition of service learning is to serve others in order to learn. In other words, service learning can be seen as a teaching and learning tool.

To write that memo, your team leader needs to guide your team in answering the following question: "Did we achieve the results we set out to achieve?" Notice, the question is not "What do I individually want to get out of the service-learning project?"

Those results have to do with "productive community," defined as "highly productive and highly nurturing places," where people "live by the highest of human values," extending themselves toward completing tasks and for one another. I've asked _____ to help our team leaders help our teams create productive community. That means I am asking _____ help team leaders reach the "fundamental state" to "attract others to the process" of reaching that collective state of the fundamental state of leadership. (Quinn, pp. 3,4,5)

How do we know when we get there? I think there is high correlation between the concept of the fundamental state of leadership and the functioning team. A functioning team should be able to respond positively to the following statements (from Lencioni):

1. Team members are passionate and unguarded in their discussion of issues.
2. Team members call out one another's deficiencies or unproductive behaviors.

3. Team members quickly apologize to one another when they say or do something that is damaging to the team.
4. Team members willing make sacrifices for the team.
5. Team members openly admit their weaknesses and mistakes.
6. During team meetings, the most important--and difficult--issues are put on the table for discussion.
7. Team members challenge one another.
8. Team members end discussions with clear plans of action.

In addition, I believe another sign of the collective state of a functioning team and the fundamental state of leadership is that each team member knows the strengths of other team members and the team determines how best to encourage and utilize those strengths.

But there is still another measure: that has to do with the people being served by the service learning project. To paraphrase Robert Greenleaf, one question to consider is this: Did the people served grow? Because of this experience, did they see light or darkness? Are they, then, attracted or repelled by what we represent? Are they, then, more likely or less likely to be servant leaders?

- Forming, storming, norming, **PERFORMING**.
- Trust, conflict, buy-in, accountability, **RESULTS**.
- In class, we will be reviewing what we learned through the projects.

Week 13 (April 19): Leaders Sell

- Assume you wish to apply for a position as an ASI Consultant; **WRITE** and **E-MAIL ME** a resume, cover letter, and a 90-second pitch about your leadership, purpose-finding, and problem-solving experiences, and what you learned about yourself.
- Conference call/Skype with Stith Keiser?

Week 14 (April 26): Leaders “Lift”

- **READ** and be prepared to discuss Chs. 1-2 of *Lift*.
- We will view movie clip from “Pay it Forward.”
- Panel Discussion: CFL Alumni on “changing the world” in their transition from college to the “real” world.

Exam week (May 3): Leaders Debrief and Reflect!

- **I will email you GOOGLE DOCS** to help me evaluate team members.
- **I will contact the supervisors** of the organizations you are serving to get their feedback.

- Consider all your experiences this semester as a text. **WRITE and E-mail** to me a three-page memo on your experiences as a text.
 - **Title: LDRS 201 Final Reflection Memo**
 - **Introduction:** What is this memo about?
 - **Synopsis:** Write about your experiences this semester, thinking about whether you completed the readings, contributed to a functioning team, entered the Fundamental State of Leadership, caused positive change to occur, and contributed to productive community. Based on that reflection, what insights do you have, and what do they say about your heart, soul, hands, and mind?
 - **Heart:** (1) What values do you hold dear? What is of utmost importance to you? To put it another way, what motivates your desire to be a leader? Are there any challenges or “burdens” God has placed on your heart? What “results” do you wish to help create? (2) What is the direction of your values? Are you team-oriented, others-focused, internally-motivated, purpose-driven, open-minded? Is there integrity between your values and actions? Explain.
 - **Soul:** What do you implicitly believe to be true? What do you assume or believe to be true about reality, about how humans relate to reality and to each other, about what’s wrong with the world, and about the remedy? In other words, what is your basic worldview? (Cf. *The Servant*, pp. 127ff) **Hands:** Given your values and worldview, what do you encourage others to do? What do you advocate? How do you advocate? How well do you advocate?
 - **Mind:** What is your definition of leadership? What is the chain of logic implicit in your definition of leadership?
 - **Conclusion:** What is one thing you will do differently having taken this class?
- **Note:** You will be graded not on what you say because I assume what you say is true; rather you will be graded on the professional quality (depth of reflection and style) of your paper.

Date:
To: Professor VanderVeen
From:
Subject: Memo on Five Dysfunctions

Overview

This memo offers a critical analysis of Lencioni's (*The Five Dysfunctions of a Team*) model of leadership and team-building.

Synopsis

There are many perspectives on leadership and team-building. Lencioni is asking: if team work leads to competitive advantage, what leads to teamwork? Lencioni's model is built on trust. The first thing a leader must do is be vulnerable. This memo explains why, and critically analyzes Lencioni's model, using a heart, soul, hands, mind framework.

Critical Analysis Questions and Answers

The heart, soul, hands, and mind framework asks the following questions:

- Heart: What is dear to the author's heart? (1) What does he/she value? Why do you suppose the author wrote what he/she did? What is of utmost importance to her/him? (2) What is the direction of the author's values? Is the author team-oriented, others-focused, internally-motivated, purpose-driven, open-minded? How?
- Soul: What does the author implicitly believe to be true? What does he/she assume or believe to be true about reality, about how humans relate to reality and to each other, about what's wrong with the world, and about the remedy? In other words, what is the author's basic worldview or philosophy of life?
- Hands: What is the author encouraging us to do? What practices, actions, or disciplines does the author advocate? What does the author want us to do?
- Mind: What is the author's way of thinking, logic, underlying theory, or paradigm? How does the author see the world and what is the core of the author's argument—the basic chain of logic?

Response

Application

Conclusion