

LEADERSHIP 201

Fall Semester, 2012

Last revised: Feb 3, 2012

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.

<u>Change Strategies</u>	<u>Scope</u>	<u>Depth</u>
Transactional	Organizational	Outside
Transformational	Team and Personal	Inside
Transcending	Servant Leadership (Service Learning)	Inside-Out

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** **60 %**

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 asking? What is the essence of the author's answer? (In your opening sentence, say something summative and profound, something that foreshadows the essence of the reading and that gets my attention.)
- Critical Analysis Questions
 - Heart: What does the author value—what comes through as being of utmost importance? Is what the author values the same or different from other authors we've read? Why?
 - Soul: What does the author implicitly believe to be true about reality, about how humans relate to the world and to each other, about what's wrong, and about the solution? In other words, what is the author's 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? 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 and Client 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, discussing (1) the needs of those you are seeking to serve; (2) why you are serving and the expected outcomes for you and for those being served (you will no doubt learn from each other); (3) what you are going to do and the scope of the project; (4) when you will serve (and be served!), including a time-line for the project; (5) who will be involved, including your team members; and (6) how what you will do will achieve your objectives. 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]** **10 %**

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 (): What is “leadership?”

- 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”

Organizational Leadership

Week 2 (): Is Leadership a Science?

- **READ** “Leadership That Gets Results” and **WRITE and E-Mail** me a two-page C.A. memo (MEMO #1).
- FORMING, Storming, Norming, performing.
- TRUST, Conflict, BUY-IN, accountability, results.

Week 3 (): Is Leadership an Art?

- **READ** *Leadership is an Art* and **WRITE and E-Mail** to me a two-page C.A. memo (MEMO #2).
- 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.

Team Leadership

Week 4 (): Leaders are Vulnerable

- **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 (MEMO #3).
- FORMING, storming, norming, performing.
- TRUST, conflict, buy-in, accountability, results.
- We will define servant leadership.
- We will divide into teams and practice what we read!

Week 5 (): Leaders Trust (and are Trustworthy)

- **READ** excerpt from McGregor’s *Human Side of Enterprise* and **WRITE and E-Mail** me a one-page memo (MEMO #4) that answers the following

question: What do your assumptions about people have to do you're your servant leadership, team-building, and networking abilities?

- **READ** "Articulate Your Personal Brand Through Your Social Network" and **E-Mail** your answers to me in memo format.
- Office of Career Services here to speak about importance and tools of networking and relationship building.
- FORMING, storming, norming, performing.
- TRUST, conflict, buy-in, accountability, results.

Week 6 (): Leaders Use Frameworks

- **COMPLETE** the relationship building assignment from Career Services.
- **READ** "The Model" in Lencioni's *The Five Dysfunctions of a Team*.
- **WRITE** and
- In class we will implement activities found in Lencioni's book in "The Model"
- How to take minutes.
- **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.*
- **INVESTIGATE** the following organizations as possible organizations to serve: City on a Hill Ministries (Gary Ellens), Community Action House (Shelly Shanafelt), Holland Rescue Mission (Martha Wing), Resthaven/Warm Friend.
- 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.

Personal Leadership

Week 7 (): 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 (MEMO #5).
- In class, revise interview themes and questions, and interview members from another team. Outside of class, **WRITE and E-mail** me a note explaining who you chose as the other team's leader and why. Also, **WRITE** minutes and E-mail me a copy.
- Forming, STORMING, Norming, performing.
- Trust, CONFLICT, Buy-in, accountability, results.

Week 8 (): Leaders have Integrity

- **READ** and be prepared to discuss Quinn’s *Building the Bridge as You Walk On It*, Chs. 8-15, 17. For Chs. 8-15, **ANSWER** the questions for reflection and **COMPLETE** the FSL practices scales at the end of each chapter and **E-mail** me a summary of the results in a memo (MEMO #6).
- Team leaders announced.
- **In class**, as a Team, discuss what you will do on your service learning project. Answer the following “lift” 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.

Christian Perspective

Week 9 (): Leaders Love

- **READ** *The Servant* and **WRITE and E-Mail** to me a two-page C.A. memo (MEMO #7).
- 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 (): 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 (): Leaders Have Vision

- **COMPLETE** OCS assignment

- **READ** the Preface and Chs. 1-2 of Visioneering and **E-Mail** to me the answers to the questions in memo format (MEMO #8).
- **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** to me on meeting minutes.
- Forming, Storming, NORMING, performing.
- Trust, Conflict, Buy-In, ACCOUNTABILITY, results.

Servant Leadership

Week 12 (): 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 (MEMO #9) 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 13 (): Leaders Reflect

- It is time to **FINISH** the service learning project. **WRITE and E-Mail** to me a two-page memo (MEMO #10) 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 14 (): Open

Exam week (): 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? (2) Are there any challenges or “burdens” God has placed on your heart? What “results” do you wish to help create? (3) 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? How does it compare to what we’ve studied this semester?
 - **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.

MEMO TEMPLATE

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 does the author value—what comes through as being of utmost importance? Is what the author values the same or different from other authors we've read? Why?
- Soul: What does the author implicitly believe to be true about reality, about how humans relate to the world and to each other, about what's wrong, and about the solution? In other words, what is the author's 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? 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

Application

Conclusion