

LDRS 391

Syllabus

Last revised: February 3, 2012

LDRS 391: Leadership and Service (2). An independent study team project that provides students opportunities to broaden their perspectives and enhance their servant leadership, team-building, and process-thinking skills and values.

Four Credits VanderVeen Fall and Spring Semesters

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

- Enhance a movement in the context transformational leadership and the social sciences (LDRS 291).
- Learn to find purpose and solve problems from a team-consulting perspective (LDRS 391).
- Experience the Fundamental State of Leadership and the joy of creating trust in a productive community.
- Enhance critical thinking and writing skills.

TEXT

- *The McKinsey Engagement*

EVALUATION

- Team Memos and Executive Summary 30%
- Presentation, Binder, and Client Interactions 30%
- Peer and Professor Evaluations (Were you a servant leader?) 30%

- Final Reflection Paper 10%

Notes:

- **Assignments are due before class.**
- **Students must complete all assignments to pass this course.**
- **Writing assignments are graded on a sense of concise thoroughness.**

GRADING SCALE

“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

SCHEDULE

WEEK 1 (8): Review

- Review of the Transformational and Transactional Change Theories.
- Review what it means to be in the Fundamental State of Leadership and how to create a functional team.
- Team-building

WEEK 2 (9): Purpose-Finding

- Learn about the client and the client’s organization
- Meet the client and ask “Lift” Questions
- MEMO #1: As a team, **WRITE** and **E-MAIL** me a 2-page memo answering the four *Lift* questions from the client’s perspective. The memo is due by March 9. Also, **DRAFT** and **E-MAIL** me “letter of engagement” (see p. 28 of *The McKinsey Engagement*)

WEEK 3 (10): Problem-Solving

- READ *The McKinsey Engagement* by Paul Friga. MEMO #2: As a team, **WRITE** and **EMAIL** me a 4-page memo about what you will do to help build the team and a process for solving the problem. The memo is due by March 14.

WEEK 4 (10): The Assessment Phase of ASI

- Learn more about the organization and learn about similar organizations in the “industry.” Focus on “frame”!

- MEMO #3: As a team, **WRITE** and **E-MAIL** me a 4-page memo about the Strengths, Weaknesses, Opportunities, and Threats facing the client organization. This memo is due by March 28.

WEEK 5 (11)

- Organize!
 - **CREATE and E-MAIL me process and content maps** (“Operating Tactic #30).
 - Give your initial hypotheses of a solution of what the client should do.
 - Get specific about what data you need and how you will get it.
 - You must seek information for solutions from secondary sources (journal articles, etc.) and primary sources (interviews, etc.)
- MEMO #4: As a team, **WRITE** and **EMAIL** me a 3-page memo that answers the questions: What is the question, what are your initial hypotheses regarding the answer, and how will you test your hypotheses? (That is, what is your methodology?) **INCLUDE** a “Process Map” and a “Content Map.” This memo is due by April 4.

WEEK 6 (11): The S of ASI

- Collect!
- Meet with client to review progress.
- As a team, **CREATE** a 5-slide story line and **EMAIL** it to me by April 13. (Outline: Client’s Situation and Desired Results, your Task, and your 3 Strategies toward Solution, taking into account how others feel about the situation.)
- **COLLECT** your supporting materials, including sources, in a binder.

WEEK 7 (12): The I of ASI

- Understand!
- As a team, **REVISE** and **EXPAND** your story line to 10-slides **EMAIL** it to me by April 20.
- **AS** a team, **WRITE** an Executive Summary for the client.
- **HAND IN** a copy of your binder.

WEEK 8 (13): Telling the Story

- Synthesize!
- Meet with client
- **PRESENT** a professional 10-minute, 10-slide presentation and a binder of supporting material, which includes a copy of the letter of engagement, Executive Summary, the Powerpoint (or Prezi) slides, and supporting material, including memos #3 and #4, and sources.
- **EVALUATE** your team members (I will send you a GOOGLE DOC for evaluation purposes.)

- **As individuals, WRITE and E-MAIL** me a 4-page reflection paper assessing whether the course met its objectives, and whether it contributed to helping you create the results you wish to create.