

LEADERSHIP 201

Spring Semester, 2012

Last revised: December 1, 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)**
- **To learn what it means to live out leadership in the context of the student’s life.**

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

Tim Schoonveld
616-395-7698 - Schoonveld@hope.edu
Office – DeVos Fieldhouse 2nd floor offices

Evaluation

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

- **Critical Analysis (C.A.) Memos/Papers –Other assignments 300 pts.**

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 upload to moodle a single-spaced, 12 pt. font, block paragraph with bullet points, two-page paper (**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** **75 pts.**
 - **Peer Evaluations (Service Learning Project)** **150 pts.**

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 and by each team member. Individually, you will be asked to submit a memo debriefing your experience.

- **Professor Evaluations [participation, attendance, insight and growth]**
150 pts.

Note: Writing assignments are graded on a sense of concise thoroughness. STUDENTS ALWAYS HAVE THE OPTION OF REWRITING MEMOS IF THEY ARE RE-WRITTEN WITH A WEEK OF THEIR RETURN.

Grading

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

Tentative Topics and Activities

Week 1 (Jan 10): What is “leadership?” What skills are needed? What state of mind?

- **ASSIGNMENT** - Bring with to class what is leadership to you? Bring an example of the best leader you know. Be ready to list why they are a great leader. What are the characteristics of the best leaders you know?

Week 2 (Jan 17): Leadership Is An Art – Are you able to lead other?

- **ASSIGNMENT - READ** “Introduction” through “Roving Leadership” in *Leadership is an Art*.
- **LIFELINE DUE**

Week 3 (Jan 24): Leadership Makes Assumptions

- **ASSIGNMENT - FINISH READING** *Leadership is an Art* and **WRITE** a two-page C.A. memo.

Week 4 (Jan. 31): Leaders Trust (and are Trustworthy)

- **ASSIGNMENT - READ** “The Fable” in Lencioni’s *The Five Dysfunctions of a Team* (through p. 184) and **WRITE** a two-page C.A. memo.
- Office of Career Services here to speak about importance of networking.

Week 5 (Feb 7): Leaders Build Teams

- **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 to 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..*

Week 6 (Feb 14): WINTER RECESS – NO CLASS

Leaders Seek The “Fundamental State of Leadership”

- **ASSIGNMENT - READ** the Preface and Chs. 1-3 of *Building the Bridge As You Walk Across It* and
- **WRITE** to me a two-page C.A. memo regarding your networking connection. Describe who it is, how the connection went and what you have learned. Are you connecting again?

- **MEET** as a team outside of class. The team leader is asked to follow the suggestions in Lencioni's book ("The Model"). By this time the team should have a plan. **COPY ME** on meeting minutes (What did you decide as a group to do and why?).

Week 7 (February 21): Leaders Bridge "Competing Values"

- **ASSIGNMENT - 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.
- **As a Team, E-MAIL ME** a draft of your "Letter of Engagement" to the service learning client and your letter to the team regarding your choice of team leader.

Week 8 (Feb. 28): Leaders Love – Servant Leadership

- **ASSIGNMENT - READ** *The Servant* and **WRITE** to me a two-page C.A. memo.

Week 9 (March 6): Leaders Choose – Situational leadership

- **Bring** a signed copy of the "Letter of Engagement" from your service learning client.
- Laura Jongekrijg speaking on situational leadership

Week 10 (March 13): Leaders Gets Results

- **ASSIGNMENT - READ** "Leadership That Gets Results" and **WRITE** me a two-page C.A. memo.
- **E-MAIL** me a signed copy of the letter of engagement with your service learning client.

Week 11 (March 27): Leaders Have Vision

- **READ** and be prepared to discuss the Preface and Chs. 1-2 of *Visioneering*.
- **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.

Week 12 (April 3): Leaders are Accountable

- **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

Week 13 (April 10): Leaders Get Results

- It is time to **FINISH** the service learning project. **WRITE** 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? 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?

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Week 14 (April 17): Leaders rely on Faith

- **ASSIGNMENT – READ** the story of Joseph at least 3 times– **Genesis 37, 39-47** – What are the characteristics of a leader you see? **WRITE** me a two-page C.A. memo
- **READ** and be prepared to discuss Chs. 1-2 of *Lift*.
- Panel Discussion: CFL Alumni on leadership in transition from college to the “real” world!

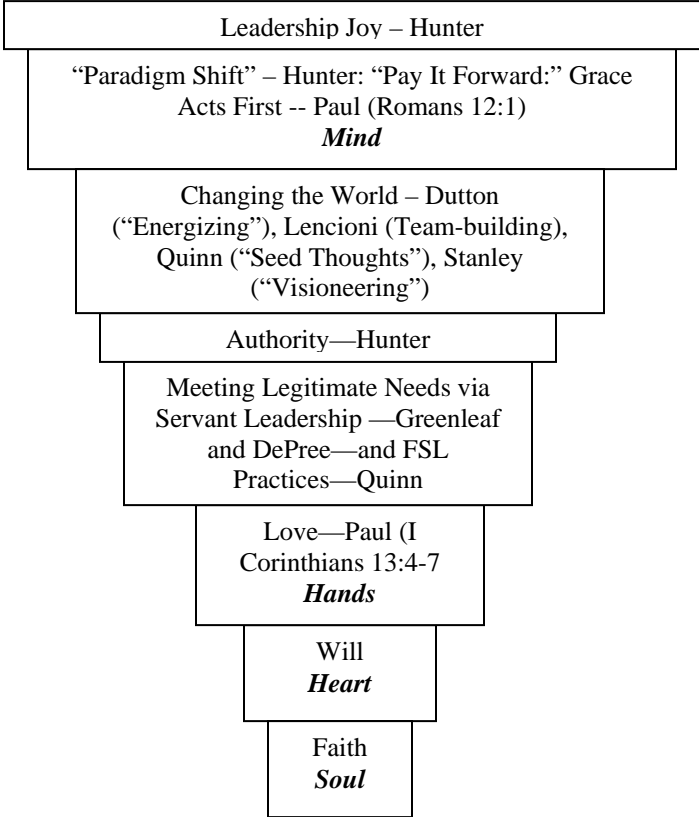
Week 15 (April 24): Wrapping it together – Where to from here?

- **ASSIGNMENT** - Reflection paper review – First draft to be read by classmate
- Reread what leadership is to you from Day 1?
- Discussion on changes from Day 1 – Day 15.

Exam week (May): Leaders Debrief and Reflect!

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

- **ASSIGNMENT** - Consider all your experiences this semester as a text. **WRITE** to me a three-page memo on your experiences as a text.
 - **Title: LDRS 201 Final Reflection Paper**
 - **Synopsis:** Write about your experiences this semester, think 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:** In the conclusion, name 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 Schoonveld
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

6 groups of 4

Elderly – Resthaven?
Special Needs – Donna Bunce
Mission – Daryl Bartlett
Boys and Girls Club –