Leadership Development

Journal Three – Table of Contents

Student Name: Addison Babcock

|  |  |  |  |
| --- | --- | --- | --- |
| Contract Route | Pass | Number of Words |  |

Please indicate contract route and the number of words in this journal in the table above:

If you are pursuing the “Pass” route you are to write about **TWO (2)** items from each section (each from a different unit). If you are pursuing the “Honours” route you are to write about **THREE (3)** items from each section (each from a different unit).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section A** | **Contemporary readings from the text and / or substantial handouts used in class.** | | | |
|  |  | Article Name | Page | OK |
|  | Unit 5 | *Conductor-less Orchestra – p.209* |  |  |
|  |  | *12 Ways to Better Team Building – p.198* |  |  |
|  |  | *Secret of Great Groups – p.201* |  |  |
|  | Unit 6 | *Man’s Search for Meaning – p.248* |  |  |
|  |  | *Workshops Aid in Goal Setting – p.267* |  |  |
|  |  | *Power of Goals – p.251* |  |  |
|  |  | *Narrative of the Life of Frederick Dougless – p. 240* |  |  |
|  | Unit 7 | *What you don’t know about decisions – p. 294* |  |  |
|  |  | *Shooting an Elephant – p. 298* |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Section B** | **Readings not done in class (from the textbook and articles posted on the FTP)** | | | |
|  |  |  | Page | OK |
|  | Unit 5 | *Cesar Chavez - p.190* |  |  |
|  | Unit 6 | *The “Ultimate Meaning” of Viktor Frankl (On Moodle)* |  |  |
|  | Unit 7 | *A Question of Leadership – p. 303* |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Section C** | **Classic Cases** | | | |
|  |  |  | Page | OK |
|  | Unit 5 | *The Grapes of Wrath – p.185* |  |  |
|  | Unit 6 | *Pygmalion – p. 215* |  |  |
|  | Unit 7 | *Huckleberry Finn – p. 273* |  |  |
|  |  |  |  |  |
| **Section D** | **Films or videos used in class** | | | |
|  |  |  | Page | OK |
|  | Unit 5 | *Remember the Titans* |  |  |
|  | Unit 6 | *Everything Is a Present* |  |  |
|  |  | *Sister Act* |  |  |
|  | Unit 7 | *Thirteen Days* |  |  |
|  |  | *12 Angry Men* |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Section E** | **Experiential Exercises (what you learned from participating / observing)** | | | |
|  |  |  | Page | OK |
|  | Unit 5 | *Lego Model* |  |  |
|  | Unit 6 | *Ball exercise* |  |  |
|  | Unit 7 | *Nine Dots* |  |  |
|  |  |  |  |  |
| **Section F** | **Shared analysis – a brief discussion of other student comments (Pass do two; Honours do three)** | | | |
|  |  |  | Page | OK |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# A – 12 Ways to Better Team Building

I think my current employer could use a lesson in #9 (encourage play time). The office environment is a cubicle farm where you can hear every mouse click all the way across the room. People are afraid to even take a phone call because everyone can hear everyone else’s conversation. Because of this, there is no sense of working on a team. I actually have no idea what other team members are working on or if they are even doing anything at all.

Doing some group activities could be a good way to ease the tension. It doesn’t have to be the usual lame fall-backwards-so-someone-can-catch-you thing, even something like a weekly lunch at a restaurant would work well. Just to let people get to know each other.

# E – Ball Exercise

The thing that sticks out to me is how people are more excited when someone is willing to take a risk and is willing to fail. When someone would walk the ball into the box, it was almost disappointing that the person wasn’t willing to try throwing the ball. The same goal was accomplished whether the person threw the ball or not, but people were happier to watch someone throw the ball and miss than to walk it in. Which got me thinking, is the way we accomplish a goal just as important as accomplishing the goal?

For example, nobody (obvious Western bias here) remembers Ghandi for what he did, we remember him for how he did it. We remember Ghandi for his peaceful protests, refusal to act violently and his ability to inspire others to follow him. Yet if you ask someone what Ghandi actually accomplished, I doubt many people would be able to tell you.