LEAD3030 – Leadership Development

Journal Two – Table of Contents

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| Workload 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).

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| **Section A** | **Contemporary readings from the text and / or substantial handouts used in class.**  **(Pass do two; Honours do three)** | | | |
|  |  | Article Name | Page | OK |
|  | Unit 2 | *Chaordic Leadership , Dee Hock p.85* |  |  |
|  |  | *The Servant Leader, Robert Greenleaf p. 75* |  |  |
|  |  | *Becoming a Servant-Leader, Isabel Lopez p. 91* |  |  |
|  | Unit 3 | *K’un Fu Z, Confucius, The Analects p.111* |  |  |
|  |  | *Universal Human Values p.117* |  |  |
|  | Unit 4 | *I Have a Dream p.151* |  |  |
|  |  | *Vision and Meaning, James Vaughan p. 175* |  |  |
| **Section B** | **Readings not done in class (from the textbook and articles posted on the FTP)**  **(Pass do two; Honours do three)** | | | |
|  |  |  | Page | OK |
|  | Unit 2 | *Ubuntu p.84* |  |  |
|  |  | *Harriet Tubman p. 70* |  |  |
|  | Unit 3 | *Thinking Ethically, p.139* |  |  |
|  | Unit 4 | *Enlist Others, Kouzes & Posner p. 154* |  |  |
|  |  | *Theories of Visioning and Goal Setting p.166* |  |  |
| **Section C** | **Classic Cases**  **(Pass do two; Honours do three)** | | | |
|  |  |  | Page | OK |
|  | Unit 2 | *Journey to the East, Herman Hesse p. 65* |  |  |
|  | Unit 3 | *Billy Budd, Herman Melville p.105* |  |  |
|  | Unit 4 | *Henry V, Shakespeare p.149* |  |  |
| **Section D** | **Films or videos used in class**  **(Pass do two; Honours do three)** | | | |
|  |  |  | Page | OK |
|  | Unit 2 | *Fabio Lazo / Mohammad Yunus* |  |  |
|  |  | *Hotel Rwanda* |  |  |
|  | Unit 3 | *Gandhi* |  |  |
|  | Unit 4 | *Iron – Jawed Angels, p.178* |  |  |
| **Section E** | **Experiential Exercises (what you learned from participating / observing)**  **(Pass do two; Honours do three)** | | | |
|  |  |  | Page | OK |
|  | Unit 2 | *Hand to Chin* |  |  |
|  | Unit 3 | *Whom to choose for a kidney transplant* |  |  |
|  |  | *The Right Choice (paymaster)* |  |  |
|  | Unit 4 | *Hollow Squares* |  |  |
| **Section F** | **Shared analysis – a brief discussion of other student comments**  **(Pass do two; Honours do three)** | | | |
|  |  |  | Page | OK |
|  |  | *Student name #1:* |  |  |
|  |  | *Student name #2:* |  |  |
|  |  | *Student name #3:* |  |  |
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# C – Journey to the East

I didn’t get much out of this reading. The only thing that stuck out to me was that servant-leaders can be seen as suspicious. I suppose this will be the case for some people. It can be difficult for some people to believe that a servant-leader can be motivated purely by empathy and a desire to improve the lives of others.

The law of service really didn’t make any sense at all. I’m convinced that I’m just misunderstanding it because it seems like a strange thing to claim. I don’t see any possible way that serving others could lead to a longer life. Could a servant-leader lead a happier life? Maybe; that would make a lot more sense but that’s not what’s being claimed.

# D – Hotel Rwanda

I found this movie to be fairly powerful. Paul is forced to make some difficult decisions he doesn’t want to make. His quick thinking is a huge asset to his leadership style.

# F – Hollow Squares

One thing I noticed with this exercise is my performance was related to my frustration level. I started off getting a little annoyed that the planners were taking so long to get the plan together. I knew the task couldn’t be so complicated that it took 40 minutes to write down some instructions.

The 60 second brain dump didn’t really help either. John seemed to feel the pressure too because he basically said as much information as he could fit into the 60 seconds. The problem I had is without time to parse and question that information it basically just went in one ear and out the other. I only remembered a few key points of what he said. It would have helped a bit I think if he was able to show the puzzle pieces as part of the 60 seconds. So at this point I was a little frustrated from the wait and a little confused from missing so much information.

So we get to the table and there are these 4 bags. For whatever reason I went in with the idea that whatever we were building was going to be 3 dimensional. When I started reading that the bags were for the “top” and “bottom” it only reinforced the idea. It took about 5 minutes to realize that the pieces didn’t stick together so there was no way this could be 3D.

It was at this time when I also realized we were building a square within a square. But I thought the outside corners were rounded because that’s what the instructions for the top piece resulted in. Some description of what each assembled bag was supposed to look like would have greatly helped this.

The point being, that each step of the way increased my frustration levels slightly. I’ve noticed previously that I am much more likely to make poor decisions when I am stressed or emotional. This exercise reinforced that I need to be more mindful of my emotions and how they are affecting me.