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)** | | | |
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|  | 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)** | | | |
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|  | 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)** | | | |
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|  | 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.