**Servant Leadership, Values and Systems**

**MGT 4193**

**Fall 2012**

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**Office Hours:** Monday, Tuesday, Wednesday and Thursday – 10:00 AM – Noon, or by appointment. Please do not hesitate to e-mail or call, either to make an appointment or to leave a message. Students are welcome and encouraged to make appointments to discuss issues related to the class, as well as other matters of importance to them. I am available for consultation or conversation through direct e-mail.

**Course Overview**

The philosophy of Robert K. Greenleaf outlined in his essays on servant leadership can be beneficial to students as they embark upon their career and future leadership roles. The concept of servant leadership is often misunderstood and discounted as a viable leadership model for the corporate world. However, Greenleaf emphasized the critical nature of institutions and described himself as a student of organizations. Servant leadership is defined as a philosophy of life and leadership dedicated to the growth of others and committed to building values-driven institutions that contribute to just, caring, and sustainable societies. Greenleaf placed emphasis on the role of values, personal introspection, and the ability of the servant leader to understand the environment in which they operate. He was also concerned with the methods used to achieve objectives. This course will explore both the individual and organizational perspectives of servant leadership.

The course has been designed to enhance students’ awareness of their values and the ways in which those values are reflected in their decisions and actions. We will explore the gap and tension between stated individual and organizational values and those that drive behavior. Students will gain a better understanding of the systems in which they operate, and learn how to identify points of leverage to affect change. Contemporary concepts of integrating values and system-level thinking will be studied, providing the student with knowledge that may influence their leadership philosophy, style, and strategy.

The following concepts are vital to the development of effective leaders and therefore will be integrated into this course:

* Leaders must know how to effectively deal with ambiguity and uncertainty.
* Individual and group performance is highly valued by the institutions of society, therefore a good leader must be able to excel alone and as part of a team.
* Leaders must possess the ability and discipline to investigate new sources of knowledge; recognize shifts in the current environment and adapt to address these challenges and opportunities
* Leaders should have the ability to reflect and learn from their previous experiences.
* Leaders should be able to convey and share their previous experiences in such a way that others might gain valuable knowledge and insight from them.

**Learning Objectives**

This course seeks to expand students’ abilities to:

* Understand the concept of servant leadership as articulated by Robert Greenleaf and how to apply these to their personal and professional lives
* Identify their personal values
* Explore how to reflect those values in their actions and behaviors
* Recognize the gap and tension between stated values and actions
* Understand the implications of current actions and decisions on future abilities to exercise influence
* Think systemically
* Work with others to create effective learning environments
* Share insights, new knowledge, and understanding with others in the class
* Develop a personal philosophy for achieving selected life goals and building meaningful relationships
* Develop Moral Courage

**Written Assignments**

There will be several written assignments for this course:

1. Initial essay
2. Essay describing an individual in the public sphere (historical or current) that embodies the characteristics and spirit of servant leadership (additional guidelines will be provided). **In addition to the essay, each student will prepare for a poster session to share his or her findings with the class.**
3. Essay on values and courage
4. Essay on system thinking
5. Discussion outlines on selected readings
6. A final essay intended to capture the student’s understanding of the concepts of this course as well as their goals and aspirations in terms of leadership, values and relationships.

**Small Group/Team Activities**

Students will work in small group on several class activities designed to assist them in exploring leadership, values, systems, and how to integrate these within the teams, organizations and communities in which they are engaged. Teams will be assigned by the professor.

The final group project will explore servant leadership by an existing institution or organization. Teams will be judged on their presentation skills and their demonstration of the knowledge of servant leadership and the selected organization. A team paper will be submitted prior to the class presentation. Students are free to form their own teams for this project. Teams must have between 5 – 7 members. Each team member will complete a peer evaluation of other team members for the final group project. The peer evaluation may influence the grade of individual team members.

**Required Readings**

**Books:**

* *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness* (Twenty-fifth Anniversary Edition). Robert K. Greenleaf. Greenleaf Center, 2002.

**Articles and Cases:**

**Teamwork**

* *Mount Everest – 1996*, Michael Roberto & Gina Carioggia, Harvard Business School Case, January 6, 2003, (Reprint #6-303-061)
* *The Story of K2 and the Brotherhood of the Rope*, James G. Clawson & Gerry Yemen, Darden School of Business, August 22, 2009, (#UV3278-PDF-ENG)

**Systems**

* *Introduction to Systems Thinking.* Daniel H. Kim. Pegasus Communications, Inc. 1999.
* *Systems Citizenship: The Leadership Mandate for this Millennium*. Peter Senge. Reflections, Volume 7, Number 3, ([www.reflections.solonline.org](http://www.reflections.solonline.org)).

**Values and Courage**

* *Make Your Values Mean Something*, Patrick M. Lencioni, Harvard Business Review, July 2002, (Reprint #R0207J)
* *Personal Values and Professional Responsibilities,* Joseph L. Badaracco, Jr. Harvard Business School Publishing, (Reprint #9-304-070)
* *Courage as a Skill,* Kathleen K. Reardon, Harvard Business Review, January 2007, (Reprint #R0701E)
* *Moral Courage, Chapter One, Rushworth M. Kidder, Harper Collins Publishers, New York. 2005 (*[*www.globalethic.org*](http://www.globalethic.org)*)*

**Servant Leadership**

* *The Necessary Art of Persuasion*, Jay A. Conger, Harvard Business Review, May – June 1998, (Reprint #98304).
* *The Theory Behind the Practice: A Brief Introduction to the Adaptive Leadership Framework,*  Excepted from *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World,* Ronald Heifetz, Alexander Grashow & Marty Linsky, Harvard Business School Publishing, (Reprint #3241BC).
* *Understanding Leadership,* W.C.H. Prentice, Harvard Business Review, January 2004, (Reprint R0401K).
* *Discovering Your Authentic Leadership,* Bill George, Peter Sims, Andrew N. McLean, Diana Mayer, Harvard Business Review, February 2007, (Reprint R0702H).
* *Servant Leadership: A Review and Synthesis,* Dirk van Dierendonch, Journal of Management, September 2, 2010.
* *The Higher Plane of Leadership,* Ken Blanchard & Mark Miller, Leader to Leader, Fall 2007, pages 25-30.
* *Beyond Selfishness,* Henry Mintzberg, Robert Simons & Kunai Basu, MIT Sloan Management Review, Fall 2002, Vol. 44, No 1. (Reprint #4417)
* *The Uncompromising Leader,* Russell A. Eisenstat, Michael Beer, Nathaniel Foote, Tobias Fredberg & Flemming Norrgen, Harvard Business Review, July – August 2008
* *How will you Measure Your Life,* Clayton Christensen, Harvard Business Review, July-August 2010, (Reprint # R1007B)

**Course Materials**

Most of the cases and articles for this course are available for purchase from [www.study.net](http://www.study.net). *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness* is available at the GT bookstore, [www.greenleaf.org](http://www.greenleaf.org) and [www.amazon.com](http://www.amazon.com). Additional materials may be handed out in class or available on T-Square.

**Grading**

It is difficult to measure a student’s performance in a class that is focused on personal reflection and investigation. The best method is the student’s level of engagement in the process. Therefore the grade for this course will be determined by the student’s demonstrated attention and engagement in the course and its activities.

Class Attendance (1) 20%

Readings outlines/quizzes/presentations/engagement (2) 15%

Essays 30%

Paper and presentation – The Individual Servant Leader 10%

Group presentation – The Organization as Servant (including peer assessment) 10%

Final Reflective Paper (3) 15%

1. Attendance - Points will be deducted for class absences (both excused and unexcused)

1st absence No deduction

2nd absence 1 point

3rd absence 1 point deduction (cumulative 2 points)

4th absence 2 point deduction (cumulative 4 points)

5th absence 2 point deduction (cumulative 6 points)

6th absence 3 point deduction (cumulative 9 points)

7th absence and above 3 point deduction for each absence (max 20 points)

The professor reserves the right to determine if an absence is excused or unexcused. Students must submit reason for the absence (via email) within 3 days of absence.

(2) Reading outlines – Class discussion and dialogue of the assigned readings are a critical ingredient of this class. Students will prepare an outline that facilitates class discussion of the assigned readings. There may be multiple readings assigned for discussion. The student should bring the outline to class on the date the reading(s) are to be discussed. The outline will be handed to the professor at the end of class. The professor may choose to give pop quizzes if it is evident to the professor that students are not prepared for class discussion of the readings. One or more students may be selected to lead the class discussion of the assigned readings. Students not prepared to lead a class discussion on the readings or failing the quiz will receive a three (3)-point deduction from their grade.

A suggested format for the reading discussion outline will be provided.

Participation in class activities, such as simulations and the Hall-Tonna Values Inventory is expected. Lack of engagement will be reflected in points earned in this category.

(3) Essays & papers – All reflection essays and papers shall be submitted through T-Square by the due date. One (1) point per day will be deducted for all assignment submitted after the due date. Grades will be assigned based on compliance with the guidelines provided for each assignment.

Make-up assignments for excused or unexcused absences will be at the discretion of the professor.

**Honor Code**

You are expected to uphold the Georgia Institute of Technology Academic Honor code. You may find information on the Honor Code at: <http://deanofstudents.gatech.eduHonor/>.

**Students with Disabilities**

To request classroom accommodations, students with disabilities should contact the ADAPTS office: Assistant Dean/Coordinator for Students with Disabilities, Smithgall Student Services Building, Suite 221 (404-894-2564).