

**Faculty of Commerce and Administration**

**International MBA Programme**

**2008**

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VICTORIA UNIVERSITY OF WELLINGTON  
*Te Whare Wānanga o te Ūpoko o te Ika a Māui*



**VICTORIA  
MANAGEMENT SCHOOL**  
*Te Kura Whakahaere*

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## **IMBA 545**

### **Creative Leadership**

#### **COURSE OUTLINE**

- Start Date:** Start Date to be announced (t.b.a.)
- Format:** 12 - two-hour sessions over two weekends.
- Lecture Times:** Date t.b.a.: 2:00 pm – 6:00 pm & 7:00 pm – 9:00 pm  
Date t.b.a.: 11:00 am – 3:00 pm & 4:00 pm – 6:00 pm  
Date t.b.a.: 2:00 pm – 6:00 pm & 7:00 pm – 9:00 pm  
Date t.b.a.: 11:00 am – 3:00 pm & 4:00 – 6:00 pm
- Location:** to be announced by Mr Jeremy Cheng (CUHK)
- Teaching Staff:** Paul McDonald, Ph.D., MBA, B.Eng. or  
Mark Ahn, Ph.D.
- Office: RH 931, PO Box 600, Wellington, NZ  
Email: paul.mcdonald@vuw.ac.nz
- Telephone: 644-463-5506 Fax: 644-463-5084
- Textbook:\*** There is no assigned textbook for this course. This course will rely on materials from a variety of sources, including practitioner and academic journals.

## **Course Objectives**

The International Master of Business Administration Programme serves to produce professional managers capable of fulfilling strategic roles within corporate and government enterprises. Integral to this capability is an understanding of the dynamics of leadership in organisational settings. The primary objective of this course is to enhance students' leadership potential by informing and challenging current cognitive, emotive and behavioural patterns.

There is a lot of talk about "Leadership", but what does the concept really mean? More importantly, how can you as an individual enhance your leadership potential in a manner consistent with your personality, values and beliefs? This course will be an amalgam of theoretical insights, experiential exercises and introspective reflection. It is designed to allay constraining beliefs and barriers and enhance your confidence, understanding and ability to lead others. Each student will experience an individual journey the outcome of which will be function of his or her focus and level of participation in conjunction with readings, discussions, and experiential exercises and classroom discussions.

While theory will inform and guide our thinking in this course, its focus will be on the practical pursuit of leadership excellence from an individual point-of-view as manifested in the modern commercial context. This IMBA elective will attract students who want to take a "hands-on" approach to their leadership development, including involvement in activities designed to challenge beyond the realm of one's comfort zone.

### **Programme and Course-related Learning Objectives**

This course will provide students opportunity:

- to develop oral and written communication skills
  - through active participation in class discussion
  - through the development and presentation of oral and written papers
  - through formal and informal classroom debate
- to develop critical and creative thinking skills
  - through exercises and assignments requiring analysis, evaluation, interpretation and synthesis
  - through debate and classroom discussion
- to develop leadership skills
  - through challenging current cognitions, emotions and behaviours,
  - through gaining insights from the academic literature, and
  - through engaging in participative exercises designed to model leadership best-practice.

### **Overall Course Objectives**

By the end of this course, you should:

1. Have an understanding of your personal leadership style, including strengths and weaknesses,
2. Have a more in-depth conceptual appreciation for the complexities of leadership,
3. Have a set of skills designed to facilitate effective leadership behaviour, and
4. Be more confident, intellectually and emotionally, in taking a leadership stance.

### **Course-related Student Learning Objectives**

On successful completion of the course, students should be able:

- to demonstrate an understanding of some major theoretical concepts and frameworks relevant to leadership,
- to apply such concepts and frameworks to their own leadership thinking and behaviour,
- to develop greater leadership ability to use imagination, information, inspiration, interpersonal skills with integrity and with self-awareness gained through introspection,
- to recognise the importance of leadership within the modern business context.

### **Readings**

There is no required textbook for this course. Readings will comprise current and classic articles from quality academic and practitioner journals, including Academy of Management Review and Harvard Business Review, and on occasion book chapters. In addition, the Course Coordinator will introduce a number of his own discussion papers for class consideration.

### **Assessment**

Individual Assignment	20 %	due date t.b.a. returned – date t.b.a.
Group Project Assignment	30%	due date t.b.a.
Final Examination	50 %	date t.b.a.

**Individual Assignment (20%)** – The individual hand-in assignment will be discussed during the initial session, at which time detailed terms of reference will be distributed. Written assignment reports will be due at the lecture by 2:00 pm on Date t.b.a.

**Leadership Group Project (30%)** – The Leadership group project will be discussed during the first visit, at which time detailed terms of reference will be distributed. Written Group Reports will be due on Sunday, Date t.b.a. at the lecture by 11:00 am.

Important Note – Inclusion of others' work and research completed is welcome. However, such material (even if it is a single sentence) must be explicitly recognised with quotation marks in the project report, citing its origin in a footnote.

**Final Examination (50%)** - A final three-hour open-book examination will be held on Date t.b.a., (location and details to be advised by APIB) during which students will be expected to apply their knowledge to organisational problem situations described by means of case vignettes. In accordance with University policy, students must obtain a minimum of forty percent of the marks available on the final examination in order to pass the course.

### **Course Terms of Reference**

#### **Late Assignments**

Given the modular nature of the course delivery and relatively short time for marking and return, it is imperative that assignments are handed in on time. Late assignments will incur a 50% penalty on the assigned mark. Assignments more than two weeks late will not be accepted. In addition, late assignments will not be available by the agreed-to return date.

#### **Obtaining Terms**

To obtain terms to sit the final examination in this course, students are required to participate in both weekend modules and submit both written assignment reports.

#### **Passing the Course**

In order to pass this course, students are required to obtain at least forty percent of the final examination marks available, and obtain at least fifty percent of the overall course marks available.

## **Victoria IMBA Grading Standards**

### **Excellent Category**

A- (75 – 79%) to A (80 – 85%) to A+ (above 85%): The learning is demonstrated to a very high level of proficiency, i.e. it is at a standard that makes it exceptional at Master's level.

### **Very Good Category**

B+ (70 – 74%): The learning is demonstrated at a high standard. Students have reached a level that clearly exceeds “competency”.

### **Good Category**

B (65 – 69%): The learning is clearly demonstrated without being exceptional in any way. Students can be thought of as fully competent.

### **Satisfactory Category**

B- (60 – 64%): The learning is demonstrated without being exceptional in any way. Students can be thought of as competent.

### **Marginal Category**

C (50 – 54%) to C+ (55 – 59%): The learning is demonstrated to a minimally acceptable level. There may be flaws but these are not serious enough to “fail” the student.

### **Unsatisfactory / Failure Category**

E (0 – 39%) to D (40 – 49%): The learning is absent or performed to a very low level, or the performance is seriously flawed.

## **Individual Work**

While the Victoria IMBA programme has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed. Please do not work together to formulate a response and do not loan out your completed assignments.

## **Plagiarism**

The Victoria IMBA programme views plagiarism as a serious offence. Students who plagiarise put themselves at risk of expulsion from the programme. Plagiarism is defined as representing someone else's work as your own. It includes: cutting and pasting material from websites, typing in sentences and paragraphs from books and journals, copying from other assignments and materials, and taking quotes that others have used without recognising the originator. It also includes writing verbatim from a textbook in an open-book examination situation without recognising the source of your material. If you use other peoples' materials, then you must give them credit and recognise the source. This includes making the material explicit by putting it in quotations and placing a footnote at the bottom of the page or back of your document to indicate complete details of the author and source.

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## GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures contained in the statutes in the VUW website.

### **The University Statute on Student Conduct and Policy on Staff Conduct**

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the APIB Administration Office or on the website at:

[www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct)

The policy on Staff Conduct can be found on the VUW website at:

[www.vuw.ac.nz/policy/StaffConduct](http://www.vuw.ac.nz/policy/StaffConduct)

### **Academic Grievances**

If you have any academic problems with your paper you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the IMBA Director. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Statute which is published on the VUW website:

[www.vuw.ac.nz/policy/AcademicGrievances](http://www.vuw.ac.nz/policy/AcademicGrievances)

### **Plagiarism**

Victoria University defines plagiarism as the copying of ideas, organisation, wording or anything else from another source without appropriate reference or acknowledgement so that it appears to be one's own work. This includes published and unpublished work, the Internet and the work of other students and staff. Plagiarism is an example of misconduct in the Statute of Student Conduct. Students who have plagiarised are subject to a range of penalties under the Statute. See the website: [www.vuw.ac.nz/policy/StudentConduct](http://www.vuw.ac.nz/policy/StudentConduct)

### **Reasonable Accommodation Policy**

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible.

[disability@vuw.ac.nz](mailto:disability@vuw.ac.nz)

The name of the Disability Liaison Person can be obtained from the IMBA Programme Director.

### **Appeals / Concerns / Statute on Conduct**

If you have any concerns with your courses, you should first talk to the lecturer concerned and, if you are not satisfied with the result of that meeting, contact the Director of the IMBA. (As I currently fulfil both roles, should we be unable to reconcile with respect to IMBA 505, then you should discuss your concerns Professor John Davies, Head of Victoria Management School, email: john.davies@vuw.ac.nz). The University has developed independent procedures for dealing with academic grievances and complaints. These procedures are set out in the Statute on Academic Grievances in the University Calendar.

## Session Schedule - IMBA 545 - 2008

Session	Date	Topic
1	Date TBA 2:00 – 4:00pm	- Course Introduction - Finding Leadership
2	Date TBA 4:00 – 6:00pm	- The Deconstruction of Leadership
3	Date TBA 7:00 - 9:00pm	- The Leader as Visionary (Directional Leadership)
4	Date TBA 11:00 am – 1:00pm	- The Psychodynamics of Leadership (The Dark Side of Leadership)
5	Date TBA 1:00 – 3:00pm	- The Leader as Teacher (Developmental Leadership)
6	Date TBA 4:00 – 6:00pm	- The Leader as Ambassador (Representational Leadership)
7	Date TBA 2:00 – 4:00pm	- The Leader as Judge (Ethical Leadership)
8	Date TBA 4:00 – 6:00pm	- Quantum Leadership (The Energy of Leadership)
9	Date TBA 7:00 – 9:00pm	- The Leader as Spirit Doctor (Inspirational Leadership)
10	Date TBA 11:00 am – 1:00pm	- The Leader as Servant (Sustainable Leadership)
11	Date TBA 1:00 - 3:00pm	- The Role of the Follower (Followership)
12	Date TBA 4:00 – 6:00pm	- Course Conclusion / Debrief

# IMBA 545 – Session 1 – Teaching Objectives

In this opening lecture, we will consider what defines leadership and what leadership means to you personally?



## Lecture One - Finding Leadership

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**Chapter One - The Drama of Leadership**  
[Ch1.doc](#)



**Chapter Two - Why Lead?**  
[Ch2.doc](#) (47 Kb)



**Chapter Three - The Alchemy of Leadership**  
[Ch3.doc](#) (56 Kb)



### HBR - Article - Retention Through Redemption

Retention Through Redemption (Hard Copy distributed in Class)

by D. Michael Abrashoff

Harvard Business Review - February 2001



**Notes - Retention through Redemption**  
[Notes - HBR Retention through Redemption.doc](#) (27.5 Kb)

Here are my notes on the article discussed in Lecture One - Retention through Redemption by Michael Abrashoff - HBR - February 2001



### Discussion One - What does Leadership mean to You (personally)?

For the first discussion - I would like you to think about what "Leadership" means to you personally. By this I mean in your own head, within your own belief system. This is not a literature review about what other people think or how leadership has been defined in the literature. It's about your own speculations and propositions without regard to marching to any one else's drummer. I look forward to your thoughts.



### Discussion Two - Personal Obituary

This is a difficult and provocative task - you will need to have some thinking / reflection time set aside before you start writing. The aim is to look forward across the span of your future life and to reflect on the things for which you would like to be remembered. This exercise will help you find the energy to lead in terms of Energy = Destiny x Passion Squared. Clearly, there are no right or wrong answers here. The goal is to grapple with your future and its promise.

# IMBA 545 – Session 2 – Teaching Objectives

In this lecture, we will consider various facets of leadership in order to breakdown this intimidating concept into some useable parts.



## Lecture Two - The Deconstruction of Leadership

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**Chapter Four - Enter the Six Faces**  
[Ch4.doc](#) (63 Kb)



**Chapter Five - Integration of the Six Faces**  
[Ch5.doc](#) (28 Kb)



### Discussion Three - The Gift of My Childhood

Many of us have, from our childhood, a psychological residue that defines us. In some cases, we view it as a problem, in other cases, it may be viewed as an opportunity. For example, Walt Disney had drawing and small farm animals - two "safe harbours" that meshed to form Disney's later life and leadership. Winston Churchill had determination and the ability to create believable fantasy. What do you have from your childhood that could be counted as a leadership gift? Something that you know is there, but have never really thought about it. It might be a negative that has given you resilience. It might be a safe harbour - that now presents an edge. It might be an opportunity that now makes you different. Please give this some thought.



### Discussion Four - Preliminary Self-Audit and Action Plan - The Six Faces of Leadership

We will deconstruct "leadership" this evening into a series of facets. Each facet will have a critical human driver (skill, ability, attribute) which enables it (look for the "i" words - imagination, information, interpersonal skills, integrity, inspirational appeal, and introspection). I would like you to conduct a preliminary self-audit on yourself in terms of each driver (see Individual Assignment). For example, how powerful do you view your imagination? And second, I would like you to develop accompanying action plan ideas as to how you might enhance each attribute. For example, what might I do to enhance the power of my imagination? Please do this for each of the six facets.

# IMBA 545 – Session 3 – Teaching Objectives

This lecture we will look in-depth at the first facet of leadership, that of the visionary who creates a shared sense of future direction by leveraging the power of imagination.



## Lecture Three - Visionary Leadership

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**Chapter Six - A Thinking Framework for Visionary Leadership**  
[Ch6.doc](#) (46.5 Kb)



**Chapter Seven - Visionary Leadership - Role Model - Walt Disney**  
[Ch7.doc](#) (37 Kb)



### **Discussion Five - Visionary Leadership**

We will discuss visionary leadership (the science of inner sight). The central lecture theme is that visionaries create future pictures from their imaginations to which other people commit. (For example - Walt Disney's vision for EPCOT centre - built after his death.) I will propose four tangible steps to enhance your future vision - 1) develop focus, 2) think about vantage point, 3) put objects in your frame into perspective, and 4) pay attention to the colour of your vision. For this individual assignment - you are asked to do only one thing (somewhat challenging) and then write up your experience. That is - change your vantage point (outside the norm of daily existence) - and tell me about it. For example, if your focus is recycling - spend some time at the local tip and let me know what you think. If your focus is childhood education, sit in with a class of young people. If it is poverty, visit a local city mission or chat up a homeless person. If it is entrepreneurship, phone up someone in your chosen area and have a 5 minute chat. The point of the exercise is for you to put yourself in an environment (up to this point - foreign to yourself) and see what you learn. These are simply examples, use your imagination about what is possible and let me know what happens. The aim is for you to experience something that will jar your thinking (and perhaps complacency). Take a chance and see if your view changes.

# IMBA 545 – Session 4 – Teaching Objectives

In this lecture, we will discuss the psychodynamics of leadership. I will present from the work of Manfred Kets de Vries, an eminent scholar in this area. Please note the attached synopsis of Manfred Kets de Vries book entitled: Leaders, Fools and Impostors.



## Lecture Four - Psychodynamics of Leadership

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### Synopsis - Leaders, Fools and Impostors by Manfred Kets de Vries

[MMBA 545 - Summary Notes - Dark Side of Leadership.doc](#) (74 Kb)

This book explores the dark side of leadership, including the leader as mirror, the leader as narcissist, the leader as obsolete, the leader as emotionally illiterate, the leader as hubris, the leader as impostor and the leader as tyrant.



### Discussion Six - The Dark Side of Leadership

In this lecture, we will think about the psychodynamics of leadership, including a variety of negative leadership behaviours such as hubris, emotional illiteracy, narcissist, etc. I would like you to give some thought to the dark side of leadership and grapple with the degree to which you might be prone to some of these behaviours. Specifically, could you please write an essay (Individual Assignment) entitled:

"The Dark Side of Leadership - Fact or Fiction?"

Including Personal Implications - Am I immune?"

I look forward to your thoughts.

# IMBA 545 – Session 5 – Teaching Objectives

This lecture we look at the role of leader as one who enables and empowers others - as one who helps people grow - through the provision of information.



## Lecture Five - Developmental Leadership

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**Chapter Eight - Thinking Framework for Developmental Leadership**  
[Ch8.doc](#) (104 Kb)



**Chapter Nine - Developmental Leadership - Role Model - Anne Sullivan**  
[Ch9.doc](#) (105.5 Kb)



**Steven Jobs - Stanford Commencement Address 2005**  
[Stanford Report - Steven Jobs' Commecement Address.doc](#) (38 Kb)

Attached is Steve Job's commecement address given at Stanford University in 2005.



### Discussion Seven - Teach Someone Something

The leader as teacher takes on a developmental role. He or She uses provides others with empowerment by enlightening them with relevant information. They teach in a manner that garners independence and self respect. Your task this lecture is to teach someone something (see Individual Assignment). It may be a colleague. It might be a child or spouse, or friend. My considerations in reviewing this exercise will be: 1) the nature of the lesson (on a scale of fundamental to superficial), 2) the manner in which the lesson was taught (creation of dependence or independence), and 3) the learning implications for you as a leader having completed the exercise.

# IMBA 545 – Session 6 – Teaching Objectives

This lecture we will consider the leader as ambassador - the individual who uses his or her interpersonal skills to represent a group to outsiders.



## Lecture Six - Representational Leadership

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**Chapter Ten - Thinking Framework for Representational Leadership**  
[Ch10.doc](#) (95.5 Kb)



**Chapter Eleven - Representational Leadership - Role Model - Lech Walesa**  
[Ch11.doc](#) (80.5 Kb)



**Discussion Eight - Speak Out on behalf of Someone Else**

For the exercise this lecture - I would like you to take a representative role - preferably for someone or something that cannot speak for themselves / itself. For example - you might want to speak out on behalf of dolphins who often get caught in and drown in drift nets used to catch tuna, or for animals (let say bears) that are milked for their bile, or for children who have to work in sweatshops, or for homeless people who have no place to sleep, or for workers who are underpaid and overworked. I would like you to write and actually send a letter to the person(s) who you feel have some responsibility and might be able to address the issue - some body in power - be it a local official, a representative at the United Nations, who ever you deem appropriate. You will need to be diplomatic but firm in your letter. You will not be representing yourself in this letter - save as a concerned citizen - you will be writing on behalf of a cause or group who you feel are not getting a "fair go" and have no or little voice for themselves. Could you please send me an electronic copy of your letter. (see Individual Assignment)

# IMBA 545 – Session 7 – Teaching Objectives

This lecture will look at values-based leadership. In this role the leader acts as judge. He or she uses a principle-centred approach to leadership.



## Lecture Seven - Ethical Leadership

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**Chapter Twelve - Thinking Framework for Ethical Leadership**  
[Ch12.doc](#) (81.5 Kb)



**Chapter Thirteen - Ethical Leadership - Role Model - Nelson Mandela**  
[Ch13.doc](#) (80 Kb)



**Developing a Personal Code of Ethics**  
[Personal Code of Ethics.doc](#) (27 Kb)

Please find attached a download from [www.allaboutphilosophy.org](http://www.allaboutphilosophy.org) which provides valuable guidelines for the development of a personal code of ethics. I have revised it slightly for the purposes of IMBA 545.



**Poem - Invictus by William Ernest Henley**  
[Invictus.doc](#) (64.5 Kb)



**Discussion Nine - What are your Values?**

Most of us grapple with our personal values - in some cases we espouse (talk about) values that we think are socially acceptable - in other cases we have never really thought about what we believe in - in other cases - we have notions about what we believe in, but these notions have never been tested (in that we have never had to stand up in the face of opposition and defend those values). For your exercise this lecture - I would like you to think about what you stand for as a person (and leader) in terms of values and beliefs. Don't treat this lightly - you will need to introspect here. Think in terms of things that you would die for in order to protect and defend. Also, be honest with yourself as to the degree which you have already been tested in any one or all of the values and beliefs you mention. Look at your behaviour as a test of the degree to which the values you have identified are operative. Principle-centred leaders have a strong personal values foundation (operative values that are reflected in their behaviour). This helps them lead and make the difficult decisions that all leaders will have to face. This exercise will get you started.

## IMBA 545 – Session 8 – Teaching Objectives

This lecture is based on Margaret Wheatley's Book - Leadership and the New Science - which builds on the foundations of quantum physics, systems theory and chaos theory to discuss leadership in an indeterminate world comprising energy and connectivity.



### Lecture Eight - Leadership Energy

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**Lecture Slides - Leadership Energy**  
[LeadershipEnergy.ppt](#) (638.5 Kb)



**Interview with Physicist David Bohm (By David Peat)**  
[interview\\_david\\_bohm.doc](#) (26.104 Kb)  
Please note this interview with renown Physicist Dr David Bohm (conducted by David Peat) who is the author of the Wholeness and the Implicate Order.



**The Universe as a Hologram - by Michael Talbot**  
[The Universe as a Hologram.doc](#) (48.5 Kb)



#### Video - Double Slit Experiment

Here is a "You Tube" video that demonstrates the nature of the double slit experiment and reinforces Heisenberg's Uncertainty Principle (there is an interconnection between the observed matter and the observer).

Please visit the following website: [www.youtube.com/watch?v=DfPeprQ7oGc](http://www.youtube.com/watch?v=DfPeprQ7oGc)



#### Masaru Emoto - Water Crystals

Please use this site to access more information on Masaru Emoto and his work on Water Crystals - which remains very controversial and open to question under the criteria of hard science.

[www.whatthebleep.com/crystals](http://www.whatthebleep.com/crystals)



#### Is Masaru Emoto For Real?

A reasonably scientific review of Masaru Emoto's work which suggests that his results must be treated with caution in the absence of a controlled double-blind experimental design. The full-article is available via web-link.

Please visit: [www.is-masaru-emoto-for-real.com](http://www.is-masaru-emoto-for-real.com)



**Dr William Tiller - Psychoenergetic Science**  
This website might be of interest. Relative to Masaru Emoto - Dr William Tiller - is a blue-chip scientist who researcher in the area of "Psychoenergetic Science". Please visit: [www.tiller.org](http://www.tiller.org) for more information.

# IMBA 545 – Session 9 – Teaching Objectives

This lecture we will look at the Leader as Spirit Doctor, the person who tends to the human spirit of his or her group and creates shared meaning.



## Lecture Nine - Inspirational Leadership

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**Chapter Fourteen - Thinking Framework for Inspirational Leadership**  
[Ch14.doc](#) (104 Kb)



**Chapter Fifteen - Inspirational Leadership - Role Model - Mahatma Gandhi**  
[Ch15.doc](#) (95.5 Kb)



**Discussion Eleven - Self-Audit Spirit Doctor**  
Using the conceptual framework outlined in Chapter 14, conduct an audit of yourself in your capacity as an inspirational / motivational leader (a.k.a. spirit doctor). Substantiate your conclusions with behavioural examples. Identify gaps and come up with ideas for future personal development in the role of inspirational leader.

# IMBA 545 – Session 10 – Teaching Objectives

This lecture, we will look at the last of the six faces of leadership, that of the face of the servant. We will explore the relationship between service and leadership, and understand how each leader sustains his or her energy and commitment to the cause.



## Lecture Ten - Sustainable Leadership

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**Chapter Sixteen - Thinking Framework for Sustainable Leadership**  
[Ch16.doc](#) (112.5 Kb)



**Chapter Seventeen - Sustainable Leadership - Role Model - Mother Teresa**  
[Ch17.doc](#) (95.5 Kb)



### Discussion 12 - The Servant Leader Within

For your final discussion assignment in IMBA 545 - I would like you to think about the leader in the role of servant and the likelihood that you will fulfill such a role at some point in your future. Could you please entitle this discussion: "The Servant Leader Within: My Appreciation for Past Service and My Resultant Legacy". This choice of title reflects the two parts which I hope you will be able to integrate in your discussion. For the first part I would like you to think from the perspective of "appreciation". Specifically, I would like you to remember, identify and reflect on individuals in your lifetime who have, as leaders, provided you with a service that you deem very valuable from a personal perspective. Such individuals may be people with whom you have had direct contact. For example, a teacher, a coach, a mentor at work -- someone who has provided you personally with the service, not in the sense of a transaction, but in the sense of a leader -- follower relationship with transformational benefits. Or, it may be someone who you have never met, but who in his or her life's work has given you something of value. It may be a political leader on the national or global front. It may be a humanitarian leader, again on a national or global front. It may be a local leader who has tackled an issue which you feel is important personally and from which you have benefited. In other words, people to whom you are grateful for their acceptance of the role of leader and the results of their service. You can list and briefly describe as many servant leaders as you wish. This is the appreciation portion of the discussion. It should set up the foundation for the second half of the discussion. The second half of the discussion should focus on the resultant sense of obligation, legacy, commitment you have as an evolving servant leader in light of the fact of the benefits that you have received from others. In the second half of the discussion, I would like you to comment on, after giving careful thought, the nature of your commitment to future service be it at a local, national, or global level. Also, if possible, I would like you to comment on the focus of your service and how that your commitment will manifest itself in future years.

# IMBA 545 – Session 11 – Teaching Objectives

No course on Leadership would be complete without careful and considered focus on the dynamics of followership. For this lecture, we will discuss followership.



## Week Eleven: Followership

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**P. McDonald - Lecture Notes on Followership**  
[MMBA 545 Notes on followership\(2\).doc](#) (41 Kb)



**Fellow-centred Perspectives on Leadership**  
[04-Jackson Parry-Ch-03 \(2\).pdf](#) (131.984 Kb)

Please note this book chapter - by Brad Jackson and Ken Parry - from their upcoming publication by Sage UK, entitled: "A very short, fairly interesting and reasonably cheap book about studying leadership."

# IMBA 545 – Session 12 – Teaching Objectives

For our final lecture, we will reflect on and share key lessons from your group leadership challenge.



## Week Twelve: Course Integration - Reflections on Group Leadership Challenge

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**Summary and Integration - The Six Faces of Leadership**  
[Ch18.doc](#) (61 Kb)



### Guidelines for GLC Presentations (Group Assignment) – Date TBA

My vision for our final session is "a class-wide sharing of learning and insight with a focus on key leadership lessons learned during the course of your group leadership challenge." In this regard, could you please observe the following guidelines in preparing for your group presentation:

1. The focus of your presentation should be on key lessons and insights gained by pushing yourself outside your comfort zone in order to tackle your group leadership challenge.
2. You have a maximum of five minutes - please plan and practice accordingly.
3. Given the time constraint, you will need to quickly explain the nature of your group challenge, then move to the information of most interest to the class which is "key lessons that you want to pass on to the rest of us."



### The Star Thrower - by Loren Eiseley

Final Thought - We all have the ability to make a difference...

"There was a man who was walking along a sandy beach where thousands of starfish had been washed up on the shore. He noticed a boy picking the starfish one by one and throwing them back into the ocean. The man observed the boy for a few minutes and then asked what he was doing. The boy replied that he was returning the starfish to the sea, otherwise they would die.

The man asked how saving a few, when so many were doomed, would make any difference whatsoever? The boy picked up a starfish and threw it back into the ocean and said: 'Made a difference to that one ...'

The man left the boy and went home, deep in thought of what the boy had said. He soon returned to the beach and spent the rest of the day helping the boy throw starfish into the sea ..."

## Final Examination:

Date - TBA

3 hours – Open Book

Business Case Study and Associated Questions

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