

BA 498.01 - Service Leadership Project
Spring 2016

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Office Hours: Mondays 1:00 – 2:30; Tuesdays 2:00-3:00; and Wednesdays 1:30 – 3:00. I am usually available from 2:00 – 3:00 on Fridays as well (although these are not official hours). I will email the class if my office hours are cancelled or change. Please email to set up an appointment outside of office hours.

Course Time: TF 10:00

Classroom: CCB 355

Courses Address: <https://courses.pepperdine.edu>

Research Resource: Marc Vinyard of Payson Library – Marc.Vinyard@pepperdine.edu.

Business Administration Division
MISSION STATEMENT

We educate, mentor, and encourage our students to:

- **develop into inquisitive, articulate and creative professionals**
- **exemplify strong moral character**
- **make a positive difference in the world**
- **become the people that God created them to be**

Response to Mission

One's values and personal faith should be the impetus for the leadership behavior and management philosophy practiced. This course seeks to assist you in clarifying your leadership philosophy as it relates to your role as God's creation and as a person of infinite worth equipped to serve others in this world. In such, this course embodies Pepperdine's mission to prepare you for a life of purpose, service and leadership through the course content and service-learning consultancy required. More important, however, is that you further your confidence and conviction to live and lead with integrity in your personal and professional life.

***"The purpose of life is not to be happy. It is to be useful, to be honorable, to be compassionate, to have it make some difference that you have lived and lived well."** - Ralph Waldo Emerson*

Course Description

This service leadership course is designed to blend academic study with community service (through service-learning). In this course the students will form consulting teams to serve non-profit organizations by applying business concepts and skills to mutually agreed-upon projects. In this approach, all parties to the arrangement are seen as learners and teachers as well as servers and served. Dealing with issues related to service projects, reflection, and evaluation will be essential elements of the course.

Class Format

This is not a traditional lecture course. Since the course is designed to be taken by students during their Senior year, the format is that of a seminar in which everyone must actively participate in each class session. The professor serves as a facilitator, not lecturer. This class is a learning community; therefore you are expected to come to class prepared, willing and ready to contribute to the growth of the community. Due to the fact that you will be part of a consulting team to an external organization, you are expected to perform with the highest level of professionalism. Furthermore, you will be expected to be responsible - not only in terms of time, communication, course work, and team contribution, but in taking initiative. If you cannot perform to the level of responsibility necessary and expected in this course, your grade will reflect this.

Students with Disabilities

Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations should contact the Disability Services Office (Main Campus, Tyler Campus Center 264, 310-506-6500) as early in the semester as possible. All discussions will remain confidential. Please visit <http://www.pepperdine.edu/disabilityservices/> for additional information.

Academic Integrity

Academic honesty is expected of all students. Students in possession of any unauthorized materials during an examination and/or students who give or receive unauthorized aid on an examination will receive zeros on the examination. Furthermore, plagiarism, lying, or misrepresenting someone else's work for your own in any way will not be tolerated and will be reported to the Academic Integrity Committee.

Intellectual Property

Course materials prepared by the Instructor, together with content of all lectures and handouts presented by the instructor, are the property of the instructor. Video and audio recording of lectures without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person. Electronic devices other than laptops (e.g., cell phones, PDAs, calculators, recording devices) are not to be used during lectures or exams without prior permission of the instructor.

Course Goals

1. Provide an opportunity to apply business concepts and skills to a non-profit community organization.
2. Broaden students' learning about communities through guided discussion and reflection.
3. Encourage collaborative teamwork with faculty, fellow students, and community personnel.
4. Provide a means for students to grow in their commitment to civic engagement and catch the spirit Pepperdine's motto "freely ye have received, freely give".

Student Learning Outcomes (SLO)

After completing this course, the student should be able to do the following:

1. Demonstrate servant leadership skills in identifying and solving problems, communicating effectively, and working with others. (Assessed by midterm, final exam, class and nonprofit client oral presentations, nonprofit client evaluation, and project)
2. Demonstrate the ability to react appropriately and to remain focused on problem solving in stressful situations. (Assessed by nonprofit client feedback and peer reviews)
3. Interact effectively with clients and team members and maintain their trust in spite of differences in values, ways of thinking, and cultural norms and expectations. (Assessed by client evaluation and peer reviews)
4. Demonstrate professional behavior in behavior, attitudes, dress, time management, conflict management, and communication. (Assessed by classroom presentations, nonprofit client evaluation, facilitation exercises and peer reviews)
5. Demonstrate the ability to extract meaning from one's experiences and apply it to their view of themselves in their community. (Assessed by informal reflection and structured reflection papers)
6. Demonstrate creativity in seeking necessary resources for solving problems. (Assessed by final project and nonprofit client evaluation)
7. Demonstrate the ability to make decisions and take action on inadequate, unreliable, and sometimes conflicting data in a timely manner. (Assessed by interim report, midterm and client evaluation)

8. Articulate how one's personal faith is demonstrated in his or her leadership style and interaction with others. (Assessed by informal reflection and structured reflection papers)

Business Administration Division Program Learning Outcomes (PLO)

The aforementioned SLO's align with the following PLO's:

1. Evaluate business problems from the perspective of multiple business disciplines and then formulate, communicate, and defend recommendations to decision-makers based on those evaluations (SLO 1, 2, 6, 7)
2. Produce clearly written, concise business analyses and deliver clear, well-organized, persuasive oral presentation (SLO 1)
3. Recognize the importance of diversity and integrate their unique cultural backgrounds with those of other students and with faculty members to develop effective interpersonal and group interactions (SLO 3)
4. Analyze business situations in keeping with professional standards and moral values and recommend appropriate courses of action (SLO 4,8)
5. Engage in professional service so that they might enhance their own commitment to civic engagement (SLO 1,3,5,6)

Required Texts

Selected reading assignments will be posted on-line (Assignments portion of Courses) or you will have to access assigned articles yourself through the library database online. If an article says "database" following the assignment it means you must access the article through the University Library database (primarily using Business Source Premier). If it says "courses" the article is posted on the Courses website. It is preferred that you **PRINT OUT THE ARTICLE AND BRING IT WITH YOU TO CLASS so that you can engage fully in the discussion and not use your laptop**. Since you are not required to purchase a textbook, this is a minimal expense for printing. However, if you use technology to refer to assignments during the discussion, you are expected to use it responsibly and respectfully. Failure to do so will impact your participation grade.

RECOMMENDED text: This text will be useful for this class and any other writing you do professionally. You are strongly encouraged to purchase it for your own library especially if you are not a strong writer.
Cunningham, H. & Green, B. (2013). *The Business Style Handbook: An A-to-Z Guide for Effective Writing on the Job*. McGraw-Hill.

Attendance

Due to the nature of this course, attendance is critical. You may miss one class without penalty. The second absence results in a penalty of 20 points, third absence a penalty of 50 points, the fourth absence 75 points, the fifth absence 100 points, and an *additional 100 points* for each absence exceeding five.

If an athlete, please submit a schedule of classes to be excused at the beginning of the semester.

Excused absences must be submitted in writing (within one week of the absence) and meet the guidelines stated below:

Excused absences are defined by the following University guidelines:

- Participation in an official University activity such as athletics, debate, chorus, etc.
- Death or major illness in a student's immediate family (parent, sibling, wife, child, or grandparent).
- Participation in legal proceedings that require a student's presence.
- Religious holy day.
- Confinement because of illness (documentation required from medical professional).
- Required participation in military duties.

- Natural disaster (wildfire, mudslide, earthquake, etc.), which causes the University to close.

In contrast, the following **are not considered excusable**:

- Technological problems (alarm clock, printer not working, etc.)
- Parking or traffic problems; shuttle delays (barring aforementioned natural disasters)
- Care giving for individuals outside of immediate family (boyfriend, girlfriend, roommate, etc.)
- Vague, undiagnosed illnesses
- Job interviews
- Site visits to graduate schools or potential employers.

You are given one free absence. Use it to your advantage for the unexcused reasons above.

Furthermore, **please be on time to class**. Your participation is important and many of the activities require the involvement of everyone. If you exceed two tardies, your participation grade will be reduced. Arriving to class significantly late or leaving class significantly early is considered an absence.

Email and Courses

Each person is expected to check his or her Pepperdine email account as this is the email account used with Courses. Once the teams are formed, much of the communication between the team and the instructor will take place on Email and through Courses. Any changes to the class schedule or other relevant information will be posted on the Announcements page of Courses. In addition, all of your assignments are posted on Courses. You may also check your grades, correspond with your classmates, and use other tools. **Please note: You will be held responsible for any information posted on Courses regarding the course schedule, assignments, activities, etc.**

Reflection Papers

You will be expected to turn in **two** formal essay papers in addition to your team/client projects. All documents should be professionally written and presented. The due dates are in the "Assignments" portion of the syllabus and the topics for each paper will be posted in the Assignments portion of Courses prior to the due date. The papers must be typed and should be from 4-6 pages in length and must follow the Paper Guidelines for BA498 format (posted on Courses).

Papers are due at class time. Be prepared to discuss your reflection paper during class the day the paper is due. Unless there is an emergency, papers that are more than a week late will not be accepted. **This will be strictly enforced. Please do not submit your paper via email.**

Journal

You will be expected to reflect in a journal on your experiences and feelings while in this class and to turn in this journal on **two** different dates. The purpose for keeping the journal is to provide a means for personal reflection on your experiences, feelings, thoughts about your consulting setting, class, readings and presentations by guests, and student teams. Although topics are provided, you are encouraged to elaborate more fully about what's happening in your life as you go through this course; hopefully, you will be able to pull out of your experience this term meaningful insights for yourself. Students should plan to write around 300 words per journal entry using the prompts in the syllabus. The evaluation of the content of the journal is based on the following criteria:

- Thoroughness and thoughtfulness of response to questions
- Demonstration that learning is taking place
- Thoughtful reflection on experiences with team, client, and class (readings, speakers, and presentations)

Each journal entry should include the Journal # followed by the written content. Please print out the journal and turn it in on the due date. No electronic journals will be accepted. A 5-point penalty will be given for any journals submitted late.

Pop Reading Quizzes

Pop reading quizzes **will be given** over the readings. They will be given at the beginning of the class time and must be completed within 10 minutes after the start of class. If you arrive late, you will not be given extended time to complete the exam. If you are too late or absent, you cannot make-up the quiz and will receive a 0.

Letter Grade Criteria

<u>Letter:</u>	<u>Percentage:</u>	<u>Letter:</u>	<u>Percentage:</u>
A	94 – 100	C+	77 – 79
A-	90 – 93.99	C	73 – 76
B+	87 – 89	C-	70 – 72
B	83 – 86	D+	67 – 69
B-	80 – 82	D	63 – 66

In accordance with the Seaver Catalog, the quality of achievement in a course is measured as follows: A indicates consistent excellent achievement, B, good; C, average; D, below average; and F, failure.

Midterm Evaluation

The midterm evaluation will be a written and oral performance evaluation of yourself and your teammates. Failure to complete the mid-term on time will result in a "0" on the assessment portion of the exam. Partial completion of mid-term will result in a 10-point penalty. **No late mid-terms will be accepted.** Once students have received their midterm feedback from their team they will write a reflection paper. Details regarding your mid-term will be discussed in class.

Team-led Facilitation Sessions of Articles

Since this is a seminar course, student teams will be assigned to take responsibility for facilitating a discussion for the class. The team must select an appropriate article from the bibliography at the end of the syllabus (except for those in **BOLD**), provide it to the class no later than one class session prior to the facilitation date and then lead the class in a 45-minute discussion. If a team wishes to select an article that is not listed in the bibliography, the professor must approve its use. **Application to the class, particularly the consulting team's relationship with one another and their nonprofit client should be an essential element of the discussion.** Creativity and resourcefulness are encouraged!

Format and grading criteria will be discussed in class and posted on Courses.

Class Participation

You are expected to come to every class prepared and willing to participate. **Just showing up to class does not count as participation.** You will be evaluated based upon your ability to **demonstrate** constructive criticism in giving feedback, analysis and understanding of readings, initiative, professional behavior with our client and team and ability to apply readings and consulting relationship to the course content.

Outstanding participation is characterized by the following:

- Thoughtful comments during class facilitation and discussion that demonstrates the student read and is applying course concepts
- Engaging fully in class activities
- Actively listening to the faculty member and class colleagues
- Not texting or looking online during class; only using laptop when necessary
- Attending class and arriving on time
- Team contribution: attendance at team and client meetings

The faculty member takes meticulous notes documenting student’s participation in class. Students who are distracted by use of technology (cell phone, laptop, etc) will be penalized. The professor is not responsible for telling the student to stop using the technology before giving the penalty. It is the student’s responsibility, at this stage in his or her academic career, to know how to appropriately use or not use technology while in a class session or other professional environment. The same is true for tardiness and absences.

Grading

Reflection Paper #1	75
Journal (2@20)	40
Mid-term Evaluation of Self and Each Team Member; completed tally sheet	25
• Reflection Paper #2	75
Group Consulting Project:	
• Contract with Team Input (100)	
• Interim Report to Client (100)	
• Class facilitation (75)	
• First Draft of Final Paper/Project with team input (125)	
• Final Paper/Project (150)	
• Client Evaluation of Team, Project, & Presentation (100)	
	650
Participation: Class, Presentations, Team, Project	100
Final Exam (includes Final Evaluation of Team Members)	125
Total:	1090
(Plus Reading Quiz scores: 15 points each)	

In the workplace if an employee working on a team project does not perform his or her assigned duties, after proper warning the employee is fired. The same is true of this course. If you should decide to withdraw from your responsibilities on your team, after proper notification your team has the right to “fire” you and you will receive an “F” in this course regardless of any other work you have completed.

Course Schedule (subject to change – updated version posted on Courses)

Date	Schedule
Tuesday, Jan. 12 th Session 1	<p>Topics and Activities: Class introduction.</p> <p>For next session:</p> <ul style="list-style-type: none"> ✓ Ensure you can log onto Courses and access <i>Harvard Business Review</i> through the Library Database. ✓ Read <i>Discovering Your Authentic Leadership</i> by George (database & Courses). ✓ Photo Gallery of YOU (details on Courses) ✓ Take Keirsey Temperament Sorter Questionnaire (posted on Courses). Obtain 4-letter type (e.g. INFJ) and strength of preferences. Print out or write down content from first page of results and bring it with you to class. ✓ Thoroughly read the syllabus and sign Syllabus Signature Sheet
Friday, Jan. 15 th Session 2	<p>Topics and Activities: Team selection.</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Photo Gallery of YOU ✓ Keirsey score (name and type on paper) ✓ <i>Discovering Your Authentic Leadership</i> by George (database). ✓ Syllabus Signature Sheet <p>For next session:</p>

	<ul style="list-style-type: none"> ✓ Research Nonprofit Clients posted on-line. ✓ Update resume; look at Team Portfolio guidelines on Courses. ✓ Write 3-5 sentence personal bio for team bio sheet and portfolio. ✓ Read <i>Key Practices of the Servant Leader</i> (on Courses) and <i>Managing Yourself: Succeed in New Situations</i> (database or try HBR.org).
<p>Tuesday, Jan. 19th Session 3</p>	<p>Topics and Activities: Team’s revealed; Keirse; Client selection.</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Resume and personal bio for team portfolio ✓ Photo Gallery of YOU to share with team ✓ Reading Assignment <p>For next session:</p> <ul style="list-style-type: none"> ✓ Complete on-line service-learning assessment (see Courses) ✓ Read <i>Why Teams Don’t Work</i> by Coutu (database) and <i>What You Need to Know about Nonprofits</i> (on Courses) ✓ Prepare 1-page bio sheet of TEAM to email to Professor BY Friday. Make sure it looks professional – it’s the first impression of your team to your client. ✓ Contact client and schedule orientation meeting to take place before Feb. 2nd
<p>Friday, Jan. 22nd Session 4</p>	<p>Topics and Activities: Nonprofit Organizations; Orientation</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Reading assignment ✓ Completion of on-line service-learning assessment ✓ 1-page bio sheet emailed to Professor (do not include photos) <p>For next session:</p> <ul style="list-style-type: none"> ✓ Prepare “Face of the Team” presentation. ✓ Read <i>How Will You Measure Your Life?</i> by Christensen (database) and blog <i>How Faith Affects Our Work</i> by Timothy Keller: http://www.timothykeller.com/blog/2014/3/7/how-faith-affects-our-work?rq=work%20and%20faith. ✓ Write JOURNAL entry #1: First, reflect on your first impressions of the class and your team. Second, reflect on your personal reaction to the two articles by Christensen and Keller. How do you measure you life? How does your faith (or personal values) inform your view of work? Feel free to make any other comments regarding the class. See syllabus for expectations. ✓ Review and start writing Reflection Paper #1
<p>Tuesday, Jan. 26th Session 5</p>	<p>Topics and Activities: Meet the Teams</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Date and time of Orientation meeting. ✓ “Face of the Team” presentations. ✓ Reading Assignments. Have written Journal #1 but don’t turn it in. <p>For next session:</p> <ul style="list-style-type: none"> ✓ Start to prepare team portfolio for orientation meeting; make copy for faculty and client (at time of your orientation). ✓ Read and critique what aspects of article are relevant to team meetings and relationship with client: “How to Run a Good Meeting: A Guide for New Leaders” (on Courses) and be ready to discuss your personal reaction to the article “<i>The Moral Bucket List</i>” by Brooks (on Courses) and <i>Helping, Fixing, or Serving</i> by Remen (on Courses). Prepare questions and comments about articles. ✓ Write Reflection Paper #1 (posted on Courses)

<p>Friday, Jan. 29th Session 6</p>	<p>Topics and Activities: Facilitations Due in class:</p> <ul style="list-style-type: none"> ✓ Questions to ask class about the Reading Assignments ✓ Reflection Paper #1 <p>For next session:</p> <ul style="list-style-type: none"> ✓ SIX copies of rough draft of contract and SWOT (stapled)
<p>Tuesday, Feb. 2nd Session 7</p>	<p>Topics and Activities: Contract and SWOT feedback Due in class:</p> <ul style="list-style-type: none"> ✓ SIX copies of draft of contract and SWOT for review (stapled). ✓ Copy of Team Portfolio (for Professor) <p>For next session:</p> <ul style="list-style-type: none"> ✓ Edit contract for client approval and submit for signatures ✓ Prepare "Face of the Client" presentation (see Courses) ✓ Facilitation Group 1 select article for class discussion ✓ Read <i>Starfish Hurling and Community Service</i> by Morton (on Courses)
<p>Friday, Feb. 5th Session 8</p>	<p>Topics and Activities: Presentations Due in class:</p> <ul style="list-style-type: none"> ✓ "Face of the Client" presentations ✓ Article from Facilitation Group 1 ✓ Reading assignment <p>For next session:</p> <ul style="list-style-type: none"> ✓ Contract and SWOT due ✓ Facilitation Group 2 select article for class discussion ✓ Read Article from Facilitation Group 1
<p>Tuesday, Feb. 9th Session 9</p>	<p>Topic and Activities: Research; Facilitation by Group 1 Due in class:</p> <ul style="list-style-type: none"> ✓ Contract (signed) and SWOT due ✓ Article from Facilitation Group 2 ✓ Reading assignment <p>For next session:</p> <ul style="list-style-type: none"> ✓ Read article by Facilitation Group 2 ✓ Write JOURNAL entry #2: Reflect on what you are noticing about yourself as you have worked with your team thus far (e.g. contract, class presentations, meetings). How do you think you are perceived? What do you find you most enjoy and what is most challenging about working with your team? How can you seek to overcome the challenging aspects; what can you personally do to improve? Finally, what are your impressions of your nonprofit client? What is your experience and/or thoughts regarding those your client serves? Do you have any personal connection to their mission? If not, how can you seek to come alongside your client if there is no natural connection? ✓ Print out of Journals 1 & 2 ✓ Facilitation Group 3 select article for class discussion
<p>Friday, Feb. 12th Session 10</p>	<p>Topic and Activities: Facilitation by Group 2 Due in class:</p> <ul style="list-style-type: none"> ✓ Reading assignment ✓ Journals 1 & 2 (stapled) ✓ Article from Facilitation Group 3 <p>For next session:</p> <ul style="list-style-type: none"> ✓ Begin research; project implementation ✓ Read article from Facilitation Group 3

Tuesday, Feb. 16 th	INDIVIDUAL TEAM SESSION: Use time to work on class-related projects as needed.
Friday, Feb. 19 th Session 11	<p>Topics and Activities: Interim Reports; Facilitation by Group 3</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Reading assignment <p>For next session:</p> <ul style="list-style-type: none"> ✓ Come ready for team building – every one on team should attend!!! ✓ Facilitation Group 4 select an article for class discussion ✓ Schedule Interim Report meeting with client before March 11th
Tuesday, Feb. 23 rd Session 12	<p>Topics and Activities: TEAM BUILDING DAY – wear comfortable clothes and meet in CCB 140</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Article from Facilitation Group 4 ✓ Date and time of Interim Report meeting <p>For next session:</p> <ul style="list-style-type: none"> ✓ Read article from Facilitation Group 4 ✓ Schedule research meeting with research librarian (will need for Interim Report)
Friday, Feb. 26 th Session 13	<p>Topics and Activities: Facilitation by Group 4; Mid-term</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Reading Assignment <p>For next session:</p> <ul style="list-style-type: none"> ✓ Continue work on Interim Report ✓ Complete Midterm
Tuesday, Mar. 1 st and Friday, Mar. 4 th	Spring break! Enjoy!
Tuesday, Mar. 8 th Session 14	<p>Topics and Activities: Final Report overview.</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Mid-term (due at MIDNIGHT) ✓ Article from Facilitation Group 5 <p>For next session:</p> <ul style="list-style-type: none"> ✓ Review Outline of Final Project (posted on Courses) ✓ Make copy of Interim Report and prepare for meeting with professor ✓ Facilitation Group 5 selects article
Friday, Mar. 11 th Session 15	<p>Topics and Activities: Meet with Professor as team per assigned time.</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Interim Report with signatures and contract (with notes from faculty). Keep original copy of report; turn in photocopy ✓ Article from Facilitation Group 5 <p>For next session:</p> <ul style="list-style-type: none"> ✓ Write JOURNAL entry #3: How are you feeling about the project and the team after writing the interim report? Knowing that you have just a few weeks to finish the first draft of the final project, what do you think your team should keep doing and what is one area where your team needs to improve? Identify two attributes from this class (look at course learning objectives from syllabus if you need ideas) do you think will be most helpful to <u>you</u> as you graduate and start your next chapter? Why? ✓ Complete Midterm Tally and Reflection Form (handed out and on Courses) ✓ Read article from Facilitation Group 5

Tuesday, Mar. 15 th Session 16	<p>Topics and Activities: Facilitation by Group 5; Final Project</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Reading assignment <p>For next session:</p> <ul style="list-style-type: none"> ✓ Review Reflection Paper #2 (on Courses)
Friday, Mar. 18 th Session 17	<p>INDIVIDUAL TEAM SESSION: Use time to work on final project.</p> <p>For next session:</p> <ul style="list-style-type: none"> ✓ Write Reflection Paper #2
Tuesday, Mar. 22 nd Session 18	<p>Topics and Activities: How to Write a Strategy</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Reflection Paper #2 (attach tally and reflection form) <p>For next session:</p> <ul style="list-style-type: none"> ✓ Plan questions to ask our guest consultants about your project ✓ Write JOURNAL #4: Gratitude has been recognized as an enduring quality of effective servant leaders. Some say gratitude begets happiness. At this season of your life, what are you grateful for? Consider family, friends, opportunities, faith, health and all aspects of your life experience. List 30 (or more) things you are grateful for (can be a word or a short sentence for each). ✓ Print out Journals 3 & 4
Friday, Mar. 25 th Session 19	<p>Topics and Activities: Guest Consultants</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Journals 3 & 4 (stapled) <p>For next session:</p> <ul style="list-style-type: none"> ✓ Continue work on first draft; bring questions for faculty to class ✓ Integrate guest consultant feedback into project.
Tuesday, Mar. 29 th Session 20	<p>Topics and Activities: Final Presentations; sign up for Mock</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Come prepared with any questions about draft. <p>For next session:</p> <ul style="list-style-type: none"> ✓ Work on first draft
Friday, Apr. 1 st Session 21	<p>Topics and Activities: Class brunch at Professor's Home.</p> <p>Due at MIDNIGHT:</p> <ul style="list-style-type: none"> ✓ EMAIL First draft of final paper to professor (Microsoft Word – no PDF). Submit any items that are not within the Word document in class. ✓ This is a class session! See directions on email <p>For next session:</p> <ul style="list-style-type: none"> ✓ Submit copy of first draft of project to nonprofit client for review. Provide deadline for their feedback.
Tuesday, Apr. 5 th Session 22	<p>Topics and Activities: Final presentation review; final exam overview</p> <ul style="list-style-type: none"> ✓ How to integrate faculty feedback into final project <p>For next session:</p> <ul style="list-style-type: none"> ✓ Prepare mock presentation
Friday, Apr. 8 th Session 23	<p>Topics and Activities: Mock presentations (2-3)</p> <p>Due in class:</p> <ul style="list-style-type: none"> ✓ Mock presentations. <p>For next session:</p> <ul style="list-style-type: none"> ✓ Review grading criteria for final draft of paper posted on Courses.
Tuesday, Apr. 12 th Session 24	<p>Topics and Activities: Mock Presentations (2-3)</p> <p>For next session:</p> <ul style="list-style-type: none"> ✓ Revise project and prepare for final presentation. ✓ Review grading criteria for final draft of paper posted on Courses.

	✓ Access final exam posted on Courses – complete for final.
Friday, Apr. 15 th Session 25	Team presentations to nonprofit clients and community begin.
Tuesday, Apr. 19 th Session 26	Team presentations to nonprofit clients and community. ✓ Please complete on-line course evaluation if you have not done so already.
Friday, Apr. 22 nd Session 27	Team presentations to nonprofit clients and community. ✓ Please complete on-line course evaluation if you have not done so already.
FINAL EXAM Wed., Apr. 27 th 10:30 am	<p>Topics and Activities: Final Exam. Attendance is REQUIRED; this is not an optional session but required by the university. Failure to attend will result in a 100 point deduction (no exceptions).</p> <p>Due today:</p> <ul style="list-style-type: none"> ✓ Final exam (take home – posted on Courses) ✓ Return any borrowed Service Leadership projects ✓ Turn in any late assignments <p style="text-align: right;"><i>No assignments accepted after class time today</i></p>

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Bibliography

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Reflection Paper Prompts (see syllabus and paper guidelines for details)

Reflection Paper 1: Your Leadership Journey

This first paper is designed to have you reflect on who you are now and the key experiences that have shaped you into the person you are today as well as help you look to the future. Read the entire assignment before you begin writing so that each section discusses unique topics. Use the *Authentic Leadership*, *The Key Practices of Servant-Leader* and *The Moral Bucket List* articles to help guide your thoughts as needed. Essay format; 4-6 pages.

Authentic You

So, what are you about? Reflecting briefly on your past, how have you been shaped by your family, culture, and faith growing up? How would you describe your upbringing and its influence on who you are today? As you look to the future reflect on how you live your life now – what and who is really important to you and how is that demonstrated by how you spend your time, money and energy? What values shape your decisions? As you think about how you live – are you living up to who you want to be? Why or why not?

Key Milestones

Bill George advocates using our stories to provide the inspiration to create our futures. As you think about your life, what people or experiences have shaped you? Reflect on one or two key turning points in your life. What happened and how have these key experiences shaped who you are today and how you view the world around you?

Learning from Failure or Disappointment

Write freely about your largest disappointment or failure. How did you feel at the time? What resources, mentors, or values did you call upon to assist you? How did you resolve the situation, if you did? Finally, how did this experience shape your understanding of your potential strengths and weaknesses as a leader?

Future Goals

Finally, as you prepare to finish your undergraduate career reflect on what you hope your “eulogy virtues” will be. How do you want others to remember you now and in the future? How do you hope others will describe your character and what steps are you taking to develop your character? Consider what specific people (mentors, family, friends, etc), disciplines (exercise, prayer, journaling, moderation, etc) or learning (reading, experience, further formal education, etc) will you need to commit to in order to become the person you desire.

Reflection Paper #2: Midterm Reflection

There are essentially two parts to this assignment. The first part is to complete the Midterm Assessment Feedback Reflection form (handed out in class) which deals with processing the feedback you received from yourself and your teammates. The second part (which is this paper) builds on the first part and deals with interpreting and applying the data. Use the Reflection Form tally sheet to assist you in writing this paper.

Your paper should be written in essay format. You are encouraged to read through the following components of your paper *before* writing and organize the content of your paper accordingly. **ATTACH TALLY & REFLECTION FORM to this paper.** Use the articles from class to inform your reflection and application portions below.

I. Assessment Data (2-3 paragraphs)

Provide a brief summary of what you learned from the feedback from your team? What were the key themes that emerged and after comparing your self-assessment with your team's, how accurate is your self-awareness?

II. Reflection (1-2 pages)

Reflect on two key aspects of this feedback. First, what did the feedback tell you about the type of leadership skills you possess? How well do you embody the attributes of an authentic servant leader as you work with your team and nonprofit client? Most important, are you the type of leader you want to be based upon your behavior with your team and client? Second, how effective are you as a team member? Would people want you on their team again in the future? Why or why not? What is the relationship between good leadership and being a good teammate? Can you be one without the other? What are your thoughts and how do you measure up?

III. Application (2-3 pages)

Based upon what you learned about yourself from this entire exercise (not just the SKS comments), identify 1-2 behaviors you are going to STOP doing and why, 1-2 behaviors you are going to KEEP doing and why, and 1-2 behaviors you will START doing and why. **MOST IMPORTANT: What suggestions or strategies will you implement from the articles discussed in class to develop yourself into a more effective and authentic servant leader? Utilize at least TWO articles in explaining your strategies.**