NEW YORK UNIVERSITY
SPRING 2017

INSTRUCTORS

Section 001
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COURSE DESCRIPTION

“Leadership is about how we shape futures that we truly desire.” Peter Senge

The Meaning of Leadership is a multi-disciplinary, experiential course that explores the nature of leadership in our 21st century global society and the capacities required to contribute effectively. For too long, we’ve imagined leadership as belonging to a select few. In every sector, we’ve focused our support and attention on individual leaders, and yet, the rapid transformation of our workplaces and communities requires a new and more expansive approach. Whether it’s addressing issues like climate change and income inequality or generating breakthrough innovations in science and technology, tackling today’s challenges requires capable and responsive leaders, as well as broadly distributed leadership that is ethical, inclusive and collaborative. The purpose of this course is to expose you to the trends, both practical and theoretical, that are driving this shift and to prepare you to more effectively exercise leadership in your own life and meaningfully contribute to work on complex challenges across a variety of sectors.

This course is designed to complement your academic studies and extracurricular activities. You will be asked to reflect on your personal experiences and professional goals; to think critically on the roles you take in class, clubs, and internships; and to analyze contemporary leadership frameworks and develop your perspective on what it means for leadership to be ethical, inclusive, and collaborative. Hands-on course activities such as simulations, team projects and peer-to-peer consultancies will support you in developing self-awareness and critical leadership skills. You will be graded on the academic work produced in this course.

COURSE LEARNING GOALS & OBJECTIVES

By the end of this course, it is expected that you will be able to meet the following learning goals and objectives:
Learning Goal I: Use contemporary leadership theories to analyze practice across contexts
Objectives:
● Identify contextual factors that are driving a shift to relational models of leadership
● Recognize how contemporary leadership is an ongoing dynamic response to a complex world
● Describe how direction, alignment and commitment are produced in different contexts
● Recognize the individual and collective dimensions of leadership

Learning Goal II: Prepare yourself to exercise leadership effectively
Objectives:
● Practice self-reflection to build self-awareness, clarify career goals and enhance leadership skills
● Express the personal values that influence your leadership
● Use developmental relationships to narrow the gap between where you are and where you want to be in your leadership

Learning Goal III: Enact relational leadership practices
Objectives:
● Use multiple lenses to analyze the context in which leadership takes place
● Implement strategies to effectively set direction, create alignment and build commitment in others
● Develop strategies for addressing adaptive leadership challenges
● Create inclusive leadership processes
● Develop strategies for addressing values conflicts

COURSE EXPECTATIONS

Students are expected to:
● Complete all readings and assignments on time and come to sessions fully prepared
● Engage fully in course activities, exploring your assumptions; making yourself vulnerable; contributing respectfully to the learning community; and asking challenging questions of yourself, your peers and your instructor
● Take action on your learning in your internship or experiential learning placement and other arenas and share that experience with the class community to foster the development of your own and others’ leadership practice

COURSE WEBSITE

The course website can be found on the NYU Classes system, accessible via the “Academics” tab on the NYU Home (http://home.nyu.edu). Throughout the semester, session pre-work and other materials such as readings, lecture slides, videos and links to online articles will be made available on the session pages in NYU Classes. In addition, you will occasionally
receive emails about course logistics to your NYU email account. Therefore, you should check both the course website and your NYU email account on a regular basis.

COURSE MATERIALS

Course materials include books, articles, field manuals, videos and other online resources. The required pre-work for each class session is listed under the “Course Outline” section of the syllabus and in NYU Classes. **You must complete all pre-work for each session before coming to class and bring the required materials to the session either in electronic or hard copy form.**

Order or subscribe

You must have full access to the following resources throughout the semester:

3. Giving Voice to Values Field Manuals We will send you a link via email to setup an account and purchase the field manuals for Giving Voice to Values. The cost is $20.

Available through NYU Classes or online

Required articles and book chapters are listed under the session for which they are due. Please read through the entire syllabus to ensure that you understand the weekly reading load. Most articles are available on NYU Classes. If an article must be purchased, that is noted on the syllabus next to the assigned reading.

ASSESSMENT & ASSIGNMENTS

Your course grade will be determined as follows:

Class Participation: 20%
You must complete all readings and associated activities on NYU Classes before the session in which they are due and engage actively in the discussions and classroom activities. To participate fully, you should reflect on how your experience supports or challenges the concepts presented in those readings in preparation for each class. You are expected to actively engage in experiential exercises conducted during class time.

Leadership Reflection Memos: 20%
Students will be asked to regularly reflect on how the ideas in the course relate to you and your work. Some reflections will be submitted directly to me through NYU Classes. Other
reflections will be posted on the public forum within the NYU Classes site. You will be expected to complete a post prior to most class sessions. Note that posts must be completed by Wednesday at 11:59 pm prior to the session in which they are due. Your posts should be well organized and written with a professional style. Think of them as short reflective essays. All assignments will be listed on the NYU Classes site. You will share your blog with your instructor and, over the course of the semester, a small group of classmates who will support your development by offering feedback and guidance through the comments section of the blog over the course of the semester. To maximize this opportunity, please be as candid as possible in your posts. Later, you can selectively share components of your reflections with others if you find that helpful. For now, know that your reflections are being read by people who want you to stretch yourself, take risks and ultimately succeed.

**Individual Development Plan: 20%**

An important aim of this course is to prepare you to exercise leadership effectively. To do that, this course will offer you opportunities to increase your self-awareness, clarify your sense of purpose and the values that guide your leadership, and identify the strengths you bring to the work and the skills you want to enhance. The Individual Development Plan, which you will access through NYU Classes, offers you space to set development goals for yourself, chart your progress and get feedback along the way from your mentor, instructor and peers. You will also be required to write an end-of-semester summative essay about your progress and learning. The same guidelines outlined for the reflection memos apply here — to get the most out of the IDP, you need to be willing to stretch, take risks and get honest feedback.

**Giving Voice to Values Field Manuals: 10%**

Through the Giving Voice to Values (GVV) Field Manuals, you will learn strategies for acting in alignment with your values and thereby practicing ethical leadership. Each field manual includes short assignments such as quizzes, polls and reflective posts. There are also ample opportunities to engage in dialogue with your classmates about the ideas presented in the manuals. You are expected to complete fully all assignments in the field manuals and bring the issues they raise into class discussions. Note that the assigned field manuals must be completed by Wednesday at 11:59 pm prior to the session in which they are due. This will allow you to read one another's posts and for your instructors to review your comments prior to class.

**Final Project: 30%**

The final project for this course will consist of a group research paper and presentation that enables you to investigate an adaptive challenge related to an issue of interest to you. Each group will generate a shared research question, conduct secondary research using existing literature and agree on data collection methods. Then, each member of the team will collect original data from his or her internship or experiential learning site or outside contacts depending on the focus of the project. Together, the team will analyze their collective data to generate a 10-page written report and 15-minute presentation to be
delivered at the closing session. More details on requirements for the assignment will be given in class. Deliverables for the project include:

- Adaptive Challenge Topic Proposal due before session 7
- Paper Outline due before session 10
- Final Paper due on presentation day
- Final Presentation due on presentation day
- Survey on Team Process and Individual Contributions (to be submitted individually following the final presentations)

**Failure to submit or fulfill any required course component results in failure of the class.**

*Note: Fieldwork is graded pass/fail. Students need to complete their internship hours, submit learning outcomes and goals, as well as sign and uphold internship honor code.*

**COURSE SCHEDULE and OUTLINE**
Below is an overview of each session, including assignments. For complete details on sessions, pre-work, and assignments see the session page in NYU Classes.

**Session 1: Introduction to the Meaning of Leadership**  
*Friday, January 27, 2017 9:00 – 11:45 am, GCASL Room 379*

In our opening session, we will begin building a learning community in our class. We will learn about one another’s experiences of leadership and how those have shaped our different perspectives, set norms for our learning community and review the syllabus for the course. We will also begin exploring the values that bring you to the work of leadership and launch our work on your Individual Development Plan by discussing SMART goals.

**Reading/Preparation:**

- Bring a story of leadership that is meaningful to you from a culture or place that has been formative to your own development. You simply need to bring the story in your mind and be ready to share it.

**Session 2: Understanding Leadership: A Relational Framework for the 21st Century**  
*Friday, February 3, 2017 9:00 – 11:45 am, GCASL Room 379*

We will discuss the role of power in the practice of leadership and begin exploring a framework for understanding leadership in today’s complex, global society. We will reflect on how this framework relates to our experiences and observations of leadership in different cultural contexts. We will examine trends in the broader world that are shaping the practice of leadership and discuss the kinds of challenges that are calling for leadership today.
Session 3: Exercising Leadership: Introduction to Inclusive and Ethical Leadership Practices
Friday, February 10, 9:00 – 11:45 am, GCASL Room 379

This class will offer an introduction to the core leadership skills. How do we work effectively with others? How can we navigate complexity without losing our sense of self? We will discuss critical inclusive and ethical leadership frameworks to help accelerate your leadership development and set the stage for leadership dilemmas we will examine later in the semester.

Session 4: Preparing Yourself for Leadership: Inclusive Leadership in Action
Friday, February 17, 2017 9:00 – 11:45 am, GCASL Room 379

This session will provide a deep dive into understanding and practicing Inclusive Leadership. We will introduce a real-world example of Inclusive Leadership in action. How easy is it to work with and understand people we might disagree with? What techniques can be employed to overcome such differences and leverage the unique skills we bring to the table?

Reading/Preparation:


Assignments due:

- Complete the Emotional Intelligence Inventory distributed at the first session.
- IDP: Draft your three goals

Looking ahead: Meet with your accountability partner to get feedback on your IDP.

Session 5: Preparing Yourself for Leadership: Leadership and Conflict
Friday, February 24, 2017 9:00 – 11:45 am, GCASL Room 379

We’ve all struggled when working in groups - large or small. How do you react when conflict arises? We will build on our conversation about Inclusive Leadership by exploring our conflict styles and discussing strategies to navigate conflict while maintaining relationships and your values.

Reading/Preparation:

Assignments due:
- Memo: Networking
- Start thinking ahead about your Informational Interview(s)
- Complete Accountability Partner meeting

Session 6: Preparing Yourself for Leadership: See Yourself as a System
Friday, March 3, 2017 9:00 – 11:45 am, GCASL Room 379

Heifetz, Grashow and Linsky note that “you are a system as complex as the one you are trying to move forward.” To be an effective leader, you need to be aware of this system: your personality, goals, skills, emotions, and values. In this session, we will explore your system, building on the emotional intelligence inventory, your IDP, and your life experiences so far this semester. When you take pair situational awareness with self-awareness, you can begin to think strategically about how best to deploy yourself as a leader.

Reading/Preparation:
- TED Radio Hour: Failure Is an Option http://www.npr.org/programs/ted-radio-hour/487606750/failure-is-an-option

Assignments due:
- Submit IDP: Revise your three goals according to the feedback you received

Session 7: Exercising Leadership: Adaptive Leadership Practices
Friday, March 10, 2017 9:00 – 11:45 am, GCASL Room 379

According to Heifetz, Grashow and Linsky, “adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive.” In this first session on exercising leadership, we will apply the adaptive leadership framework to complex challenges that are important to you. You will have the opportunity to workshop your ideas for a change strategy on an issue that calls you to leadership and to get feedback from your instructor and peers. We will then set up teams for the final project.
Reading/Preparation:
- Video: Strategic Leadership in a VUCA World
  https://www.youtube.com/watch?v=72AzCY45fKU

Assignments due:
- Memo: Maintaining Motivation/Extracurricular Challenges

Spring Break: No Class
Friday, March 17, 2017

Session 8: Exercising Leadership: Diagnosing and Mobilizing the System
Friday, March 24, 2017 9:00 – 11:45 am, GCASL Room 379

In our last class, we introduced the practice of adaptive leadership, an approach suited to complex and evolving challenges. In the next few sessions, we will explore and apply this practice. This week, we explore the first step in practicing adaptive leadership, which is to “diagnose the system”. This session is about resisting the impulse to jump straight to a solution, and rather, to step back and figure out what is going on. To help with the diagnosis, we will use a framework, summarized in your readings, that allows you to look at organizations through several perspectives: structural, human resource, political, and symbolic. We will apply this framework to a challenge introduced by our guest speaker.

Reading/Preparation:
- Bolman & Deal, Chapter 1: Introduction: The Power of Reframing (p.3 – 22)

Assignments due:
- Memo: Adaptive Leadership Worksheet

Session 9: Exercising Leadership: Navigating Systems
Friday, March 31, 2017 9:00 – 11:45 am, GCASL Room 379

In our ongoing application of adaptive leadership, we will move beyond diagnosis to look at ways to “mobilize the system”. In practicing adaptive leadership, you will make interventions
aimed to change the dynamics and outcomes in your organization or system. Your interventions should be based on the results of your diagnosis, taking into account the structure, human resources, politics, and culture of your organization. You will have to engage politically and address conflict. To explore the notion of mobilization, you will continue your analysis of the NUMMI case study and analyze what happened as GM sought to mobilize its system and apply the lessons learned at NUMMI to the whole company.

Reading/Preparation:

Assignments due:
- Giving Voice to Values Field Manual 1: Context
- Giving Voice to Values Field Manual 2: Conflict
- Submit IDP: Progress Report
- Team Project: Adaptive Leadership Challenge Proposal

Session 10: Exercising Leadership: Working Session
*Friday, April 7, 2017 9:00 – 11:45 am, GCASL Room 379*

This class will be devoted to working in your groups on your Adaptive Challenge proposals.

Reading/Preparation:

Assignments due:
- Giving Voice to Values Field Manual 3: Values

Session 11: Preparing Yourself for Leadership: Personal Narratives and Humble Inquiry
*Friday, April 14, 2017 9:00 – 11:45 am, GCASL Room 379*

We will continue our personal development process with a focus on values and personal narrative in this session. Using the Public Narrative framework, we will practice telling stories of self related to the issues you worked on in the adaptive leadership session. You will get feedback from peers and your instructor and have the opportunity to enhance your delivery of a narrative that can move others to action. We will look at how gender, race and
other markers of identity influence access to leadership opportunities and discuss the implications of exclusionary practices on leadership effectiveness in today’s environment. We will use a simulation in this session to practice humble inquiry as an inclusive leadership practice.

**Reading/Preparation:**

- Using the Public Narrative workbook, draft a story of self that helps you communicate the values that motivate you to take action on the adaptive challenge you discussed in the last session.
- Video: Mike Vaughan: How to Ask Better Questions [https://www.youtube.com/watch?v=J8xfuCcXZu8](https://www.youtube.com/watch?v=J8xfuCcXZu8)

**Assignments due:**

- Memo: Leadership Narratives
- Giving Voice to Values Field Manual 3: Values
- Team Project: Paper Outline

**Session 12: Exercising Leadership: Ethical Practices**

*Friday, April 21, 2017 9:00 – 11:45 am, GCASL Room 379*

We will turn again to the role of values in leadership. We will explore how we can each lead in alignment with our own values. Using case studies, we will craft strategies for resolving values conflicts ethically and with integrity.

**Assignments due:**

- Giving Voice to Values Field Manual 4: Voice
- Giving Voice to Values Field Manual 5: Strategy
- Giving Voice to Values Field Manual 6: Listening
- Memo: Story of Self Video

*Looking Ahead: Meet with your Accountability Partner. Final IDP progress report is due before session 14.*

**Session 13: Preparing Yourself for Leadership: Taking Your Leadership Forward**
**Friday, April 28, 2017 9:00 – 11:45 am, GCASL Room 379**

This closing session will synthesize learning across the arc of the course and its three thematic areas: understanding leadership, preparing yourself for leadership and exercising leadership. We will work together to prepare you to continue developing your leadership once the course has ended. We will discuss how to incorporate what you have learned and experienced this semester in a cohesive manner that can be used in an elevator pitch, networking opportunity, and/or job interview or negotiation setting.

**Assignments due:**

- IDP: Final Progress Report

**Final Presentations**

**Friday, May 5, 2017 9:00 – 11:45 am, GCASL Room 379**

Our two sections will come together to present their final projects for the instructors, the DC Site Leadership and invited guests of your choosing (e.g. your internship supervisor, mentor).

**Assignments due:**

- Final paper
- Final presentation

**SCHEDULE OF ASSIGNMENT DEADLINES**

All deadlines are 11:59pm on the date listed unless an assignment is due in class.

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<thead>
<tr>
<th>Wednesday</th>
<th>Memo 1: Maintaining Motivation/Extracurricular Challenges</th>
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<tbody>
<tr>
<td>3/8</td>
<td>Memo 2: Adaptive Challenge</td>
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<td>3/22</td>
<td>Team Project: Adaptive Challenge Topic Proposal</td>
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<td>IDP: Progress Report</td>
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<td>GVV: Field Manual 1 &amp; 2</td>
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<td>3/29</td>
<td>GVV: Field Manual 3</td>
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<tr>
<td>4/5</td>
<td>Memo 3: Leadership Narratives</td>
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<td>4/12</td>
<td>Team Project: Paper Outline</td>
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Assessment Expectations

Grade A: The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays/exam questions and his/her work shows strong evidence of critical thought and extensive reading.

Grade B: The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

Grade C: The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

Grade D: The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

Grade F: The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

Grade Conversion

NYU Washington, DC uses the following scale of numerical equivalents to letter grades:

<table>
<thead>
<tr>
<th>100-94 = A</th>
<th>86-84 = B</th>
<th>76-74 = C</th>
<th>65-66 = D</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-90 = A-</td>
<td>83-80 = B-</td>
<td>73-70 = C-</td>
<td>below 65 = F</td>
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<tr>
<td>89-87 = B+</td>
<td>79-77 = C+</td>
<td>69-67 = D+</td>
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COURSE POLICIES

You will be expected to adhere to the following course policies established for Global Academic Sites.

Attendance

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students' semester grades.**

Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. At all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student’s final course grade.

To seek an excused absence for medical reasons, students must email or discuss with the Academic Program Coordinator in advance of their missed class. For an excused absence, students must produce a doctor’s note dated with the exact dates of the missed class and/or exam.

Non-medical absences must be discussed with the Academic Program Coordinator prior to the date(s) in question, who will communicate the absence to all relevant faculty members. If faculty members do receive notification, the student has not procured an excused absence.

NYU Washington, DC expects students to arrive to class promptly (both at the beginning and after any breaks), to be attentive, and to remain for the duration of the class. If full class attendance and participation becomes a problem, it is the prerogative of each instructor to apply the rule for unexcused absences, which may include a two percent deduction from the student’s final course grade.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at the announced meeting point in a punctual
and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.

Late Submission of Work

1. Written work due in class must be submitted during the class time to the professor.
2. Late work should be emailed to the faculty as soon as it is completed. (If the assignment must be submitted in person, the Academic Program Coordinator can collect on behalf of the faculty between the hours of 9–5, M–F.)
3. Late work will be reduced for a fraction of a letter grade (e.g., A to A-, A- to B+, etc.) for every day it is late, including weekends.
4. Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.
5. Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.
6. Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.
7. Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

Statement on Religious Observance (NYU Policy: University Calendar Policy on Religious Holidays)

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday. Students must notify their professor and the Office of Academic Support in writing via email one week in advance before being absent for this purpose.

Students with Disabilities

Accommodations are available for students with documented disabilities. Please contact the Moses Center for Students with Disabilities at +1-212-998-4980 or see their website for further information:

Plagiarism
As the University's policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." **Students at Global Academic Centers must follow the University and school policies.**

The presentation of another person’s words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU Washington, DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the instructor. Your instructor may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

http://gls.nyu.edu/page/gls.academicintegrity

http://cas.nyu.edu/page/academicintegrity