

EXEC-GP/PADM-GP 4151

Inclusive Leadership

# Instructor Information

* Amy Auton-Smith
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* Office Hours: Online, by appointment.

# Course Information

* Class Meeting Times: See Albert for class times.
* Class Location: See Albert for class locations.

# Course Prerequisites

* None

# Course Description

In today’s world, being an impactful and effective leader requires us to move beyond a focus on goals and metrics, and towards creating environments where everyone feels valued, seen and recognized, and where diverse talents and skills come together to deliver exceptional outcomes. There is a strong alignment between the skills needed to be an adaptive leader, able to lead teams and organizations effectively through difficult and changing times, and those that are associated with an inclusive leadership mindset.

During this class we will consider the key components and skillsets underlying an inclusive leadership approach, we will review a range of materials and viewpoints, we will dive into both the business case imperative, and reflect upon the importance of purpose in creating inclusive workplaces and settings.

This class will take an immersive look at some of the complexities of our varied identities, backgrounds, cultures and the intersections of these, and we will consider our own growth as leaders and reflect upon our personal leadership story. We will look at how our institutions, structures and merit-reward expectations can contain interlocking systems of power and consider how to recognize when imbalance exists and how to create re-balancing strategies for greater inclusion.

During this class students will: gain new perspectives and insights on common assumptions and biases; reflect upon how they can grow as allies and role models; build an awareness of others’ experiences; improve leadership communication abilities; and move along a path towards building the skills necessary to become and grow as a highly engaged, impactful and inclusive leader.

# Course and Learning Objectives

During this course students will:

1. Reflect upon their individual background and experiences in the context of personal development to date as a leader, considering the influences that have shaped their current state understanding and their own internalized framework of what leadership “looks like”.
2. Understand and be able to define or explain the concepts of diversity, equity and inclusion.
3. Consider, analyze and reflect upon a range of resources in order to understand what inclusive leadership means for them, and others, and in the context of their own organizations or settings.
4. Build a personal leadership and inclusion story and use this to create a personalized growth map of their goals and aspirations on a path towards higher inclusive leadership skills.
5. Be equipped to identify key factors driving or hindering the achievement of an inclusive environment, as well as strategies for success, and be able to apply these findings to advocate in relation to the “business case” for greater inclusion.
6. Build communication skills by sharing with others in a safe, learning environment their thoughts and reflections on topics relating to identity, culture, and intersectionality. Begin to build skills in relation to “difficult” conversations in relation to inclusion.
7. Have begun to reflect upon systems of power, bias and influence and how these foster or hinder inclusion.

Learning Assessment Table

|  |  |
| --- | --- |
| **Graded Assignment** | **Course Objective Covered** |
| Personal reflection memo (10%) | 1, 2, 3 |
| Analysis and reflections on specified resources (20%) | 2, 4, 5 |
| Participation (20%) | 2, 6, 5 |
| Personal growth map (50%) | 3, 4, 6 |

# Required Readings

* + There is no set textbook for this class. However, at the end of this syllabus are some resources that I recommend students access and review as part of preparing for an inclusive leadership mindset. Extracts from some of these are also reflected in the class readings. Where a book is not available on Bobst, I have linked to Amazon and recommend students purchase the book.
  + Each class will feature a variety of readings from a range of sources. Some readings are posted as pdfs on the Brightspace class site, and some are weblinks in the description for

each class. If any of the weblink-only readings are non-functioning or the article is behind a paywall, please let me know as soon as possible.

* + All announcements, resources, and assignments will be delivered through the class site. I may modify assignments, due dates, and other aspects of the course as we go through, and if this happens, I will provide advance notice.
  + Please check Brightspace before each class.

# Assessment Assignments and Evaluation

## Individual Assessments

* + **Personal reflection memo**. Please see instructions in Brightspace. This is a personal reflection upon your identity and growth to date as a leader, including observations on who and what has shaped your current understanding of what it means to be a leader and what inclusion looks like to you.
    - 10%, 250-500 words, copy text into Brightspace
    - This will be due **one day before** our first class.
    - Please note that I strongly discourage the use of text generation (ChatGPT etc.) for this assignment. If you decide to use text generation, please note the requirements below.
  + **Active and engaged participation in class and evidence that you have engaged with the set readings**. Please see instructions in Brightspace.
    - 20%, contributions in class and (optional) comments made via Brightspace “Discussions.”
    - For each class you will be expected to: verbally share your reflections on the set readings with others in class. In addition, you may also choose to share notes with the class via the Brightspace “Discussions” space where you have a specific thought or reflection to share in relation to a reading.
  + **Personal growth map**. Please see instructions in Brightspace. This will require you to combine the learnings in class with your existing experience and skillset to identify areas you can target for your growth as an inclusive leader. You will be asked to define at least 3 areas for specific learning, practice or reflection that you will aim to complete over a period of one year. You will share your reasons for choosing each area of personal growth and define the outcomes (personal and/or organizational) you expect to achieve. You will support each growth area with a list of relevant resources, books and/or materials upon which you will draw for inspiration and information. We will discuss this assignment in class.
    - 50%, pdf upload via Brightspace

## Group-based Assessment

* + **Analysis and reflections upon specified resources**. Please see instructions in Brightspace. For this assignment you will practice and demonstrate skills in sharing and building upon the views expressed by others during discussions in class on specific set

resources. Completing this assignment will require you to activate an ability to ask questions, listen to responses, and recall and expand upon points made by others. You will not be required to prepare any group presentations.

* + - 20%, verbal contributions in class
    - Your grade will be based upon your ability to share and build upon thoughts that originate with others. This will be assessed during small-group discussions, and you will be informed when you are in an assessed group activity. Full instructions will be provided in class as part of these exercises.

## Late and Non-Compliant Submission Policy for Assignments

Please make sure to submit your written work in the format requested (usually pdf upload or text entry) and through Brightspace **only**. I do not accept emailed assignments, unless there is a very good reason you can’t access Brightspace, **and** you have requested permission to submit by email at least 48 hours before the deadline.

In general, extensions on assignments will be granted only in case of emergency or special circumstances. This policy is adopted out of respect to those who abide by deadlines despite equally demanding schedules.

Assignments that are submitted incorrectly or handed in late without pre-authorization will be penalized 5 marks (5%). If an assignment is late and you have not reached out to me to agree a new deadline, you will receive a 5-mark (5%) penalty per day that it remains outstanding past the deadline.

## A note on the use of ChatGPT and other text generation platforms

As an enthusiastic advocate for emerging technologies, I allow the appropriate and responsible use of ChatGPT and other language generative technologies and recognize the benefits for many users, including those who’re working with English as a second (or third or fourth) language, however, I require that this use must be made fully transparent and honest in your assignments. Accordingly, you are **required** to specifically flag all instances where you have used these technologies in creating your assignments, including applying quotation marks around text copied or paraphrased from these sources and adding citations where you use generated content, using the following citation guide:

[Footnote or endnote number] – [ChatGPT / other platform], [version number if known], prompt “[insert the full text of the prompt that was used to generate text]”, [date of text generation].

**Failure to comply with this requirement where such technologies are used for written assignments will be considered a breach of academic integrity.**

I recommend that you verify that the content of such generated text is accurate and cross reference it to other sources that you have identified independently.

# Overview of the Semester

* + Week 1
    - Topic: Introduction, Key Concepts
  + Week 2
    - Topic: Building Awareness
  + Week 3
    - Topic: Identities and Personal Stories
  + Week 4
    - Topic: The “Business Case” for Inclusive Leadership
  + Week 5
    - Topic: Models of Inclusive Leadership
  + Week 6
    - Topic: Barriers and Strategies – Difficult Conversations and Taking Risks
  + Week 7
    - Topic: Measuring Success, Synthesis, Final Assignment, Guest Speaker, Course Feedback and Close

# Letter Grades

Letter grades for the entire course will be assigned as follows:

|  |  |
| --- | --- |
| **Letter Grade** | **Points** |
| **A** | 4.0 points |
| **A-** | 3.7 points |
| **B+** | 3.3 points |
| **B** | 3.0 points |
| **B-** | 2.7 points |
| **C+** | 2.3 points |
| **C** | 2.0 points |
| **C-** | 1.7 points |
| **F** | 0.0 points |

Student grades will be assigned according to the following criteria:

* + (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
  + (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
  + (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
  + (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but student has not been thorough or has shown other weaknesses or limitations.
  + (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
  + (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
  + (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

|  |  |  |
| --- | --- | --- |
| A | > 93.0 | 4.0 |
| A- | > 90.0 | 3.7 |
| B+ | > 87.0 | 3.3 |

|  |  |  |
| --- | --- | --- |
| B | > 83.0 | 3.0 |
| B- | > 80.0 | 2.7 |
| C+ | > 77.0 | 2.3 |
| C | > 73.0 | 2.0 |
| C- | > 70.0 | 1.7 |
| F | < 70.0 | 0.0 |

# Detailed Course Overview – Please see Brightspace

All readings and required preparation are described in the relevant tab for each class as set out in Brightspace. Please make sure to complete the readings and any preparation activities, as well as the set assignments, as set out in Brightspace.

# Brightspace

All announcements, resources, and assignments will be delivered through the Brightspace site. I may modify assignments, due dates, and other aspects of the course as we go through the term. I will provide advance notice as soon as possible through Brightspace. Information on class locations and times is set out in Albert.

# Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

# Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) [Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click the “Get Started” button. You can also call or email CSD (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

# NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact [religiousaccommodations@nyu.edu](mailto:religiousaccommodations@nyu.edu) for assistance.

# NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

# Class Policies

This course assumes that we all have something to contribute and that we all have something to learn. Participation is a key element of this course; therefore, I ask for the following agreements:

(i) be willing to examine your own assumptions and behaviors; (ii) be generous in allowing others to voice their thoughts and reactions, accepting that this is a learning environment; (iii) engage with curiosity and a desire to understand; and (iv) keep confidential what others share.

# Resources

The following list of resources will be helpful as you prepare to engage with building inclusive leadership skills.

* + Grant, A., “[*Think Again: The Power of Knowing What You Don’t Know*](https://www.amazon.com/Think-Again-Power-Knowing-What/dp/1984878123/)”, Viking, 2023.
  + Brown, J., “[*How to be an inclusive leader*](http://proxy.library.nyu.edu/login?url=https%3A//search.ebscohost.com/login.aspx%3Fdirect%3Dtrue&db=nlebk&AN=3219123&site=eds-live&ebv=EB&ppid=pp_Cover)”, Berrett-Koehler Publishers, Inc., 2nd Edition, 2022.
  + Christian, K., “[*How to have difficult conversations about race*](https://www.amazon.com/Have-Difficult-Conversations-About-Race/dp/1637741308/)”, BenBella Books, Inc., 2022.
  + Shane, K., “[*Creating an LGBT+ Inclusive Workplace*](https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/detail.action?docID=6524913)”, Taylor & Francis Group, 2021.
  + Tapia, A. and Polonskaia, A., “[*The 5 Disciplines of Inclusive Leaders*](http://proxy.library.nyu.edu/login?url=https%3A//search.ebscohost.com/login.aspx%3Fdirect%3Dtrue&db=nlebk&AN=2484254&site=eds-live&ebv=EB&ppid=pp_Cover)”, Berret-Koehler Publishers, Inc., 2020.
  + Mutuku, S. et al, “[*Inclusive Leadership and Religion*](https://search.library.nyu.edu/permalink/01NYU_INST/1eeerc1/cdi_informaworld_taylorfrancisbooks_10_4324_9780429294396_14_version2)”, [Routledge Companion to Inclusive](https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/detail.action?docID=6135116) [Leadership](https://ebookcentral.proquest.com/lib/nyulibrary-ebooks/detail.action?docID=6135116), Chapter 12, published online Apr 6, 2020.
  + Chen, N., “[*How to be inclusive of Neurodiversity as a Leader*](https://laidlawscholars.network/posts/how-to-be-inclusive-of-neurodiversity-as-a-leader)”, Laidlaw Scholars, Oct 9, 2020.
  + Bohnet, I., “[*What Works: gender equality by design*](http://proxy.library.nyu.edu/login?url=https%3A//search.ebscohost.com/login.aspx%3Fdirect%3Dtrue&db=nlebk&AN=2242065&site=eds-live)”, Belknap Press, 2016.
  + Catalyst, “[*Accelerating Inclusive Leadership*](https://www.catalyst.org/research-series/accelerating-inclusive-leadership/)” research series, Catalyst Online, various dates.
  + NYU [Global Inclusion and Diversity](https://www.nyu.edu/life/global-inclusion-and-diversity.html) Hub. Includes a [glossary](https://www.nyu.edu/life/global-inclusion-and-diversity/learning-and-development/toolkits/glossary.html) of terms.
  + City University [Inclusive Leadership](https://blogs.city.ac.uk/race/resources-hub/inclusive-leadership/) Resource Hub. Various resources, various dates.