LEADERSHIP CONFRONTED & ENCOUNTERED

Course Title:  LEADERSHIP CONFRONTED & ENCOUNTERED
Course Number:  P11.2190
Credits:  4
Professor:  Sharon Benjamin, PhD
Contact Information:  703/836-1303 – office OR  703/597-7965 – cell
sb158@nyu.edu OR sharon@sharonbenjamin.com

Semester:  Spring, 2009
Dates:  8 in-person sessions on alternate Mondays:
January 26  March 23
February 9  April 6
February 23  April 20
March 9  May 4

Time:  4:55 PM to 8:25 PM
Location:  Room 406 Silver Center
100 Washington Square East, 33 Washington Place

DESCRIPTION:

This course is designed to create an “action-learning” community in which students will be expected to integrate their professional experiences, and other graduate course work, with an exploration of leadership concepts, models and practices.

The course is designed to strengthen your performance as a leader, as a colleague who can support leadership behavior in peers, and as one who can promote leadership behavior in supervisors and subordinates. Specifically, as a result of their work in this course, students are expected to become:

- conversant with a broad survey of theoretical concepts and assumptions about leadership and leadership behavior;
- better navigators of the internal and external factors influencing successful leading;
- demonstrably more expert in using a variety of skills such as appreciative inquiry, positive deviance, narrative inquiry and action research, to frame and describe personal leadership challenges as a step towards increasing successful leading;
- deft in consulting with others, and receiving and providing constructive feedback; and,
- more insightful about personal leadership competencies, paradoxes and challenges. Growing out of this increased awareness, students will develop an action plan for continued development of personal leadership capabilities.

This course has been carefully designed to provide you with an opportunity to synthesize and apply leadership theory. This is an academic seminar with a significant component of experiential learning.

To successfully complete this course you will:

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Read all assigned materials in advance of each class;  
Attend all eight session of class;  
Conduct a 360° survey on your leadership including both self-reported data and data from others;  
Undertake real-time action research with other students in order to receive and provide peer consulting on critical leadership challenges, including writing an analysis and response to this real-time, in-depth consultation conducted with other students; and,  
Write reflective papers on selected topics.  

As noted above, the class will be managed as a learning community including both participants and the professor. It will draw on academic studies and practitioner reflections about leading.

This is a four credit course that will meet on eight alternate Mondays. Due to the highly experiential nature of our classroom work together, students are expected to attend all classes. Clearly, emergencies requiring students to miss class could occur. However, students missing a class this term will face an unusual burden – first, missing a single date is equivalent to missing two “regular” classes; second, for a student missing a session in this class, the interval between classes could be as much as a month; third, since students are expected to work in small learning groups with their peers, missing a class puts a disproportionate burden on the student’s peers in their small group.

Therefore, students who know that they have obligations that preclude attending all class sessions, and students who believe they MAY have such obligations emerge over the course of the semester, should think carefully before proceeding as this class is not appropriate in such cases.

REQUIRED MATERIALS


Required readings assigned for each class are listed below. These readings are available in a variety of different ways:
1. Through Bobst Library with links posted on the syllabus in the classroom Blackboard
2. Purchased from an outside, source – either the NYU Professional Bookstore or on-line from a vendor such as Harvard Business review
3. On reserve at Bobst Library

Very rarely, materials may be distributed in, or before, class.

The Leadership Circle 360° Profile and The Leadership Circle Profile e-Book. The cost of this instrument is $225.00, which will be due to the professor the third session of class. Checks should be made payable to Sharon Benajmin (for The Leadership Circle Profile). Students who wish to receive reviewer comments with their Profile reports may do so for an additional $20 (total cost of report and comments is $245.00). If NYU is providing you with scholarship support that includes purchasing your books and materials for class, it is your responsibility to make financial arrangements with your advisor before the third week of class.

GRADING AND ASSIGNMENTS:

You will have the opportunity to demonstrate your mastery of course material in a variety of ways, some verbal and some written. The writing assignments for this course vary in scope. Some writing assignments are as short as a page or two, while others are more substantial as outlined below. Your total grade will be made up of the following percentages:

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30% class participation –
People have different styles of learning and interacting. I’m offering these suggestions to maximize our mutual learning.

- Come to class prepared and oriented to the topic at hand
- Expand your conceptual reach by understanding the material through application to your own leadership challenge
- Communicate ideas
- Be a responsible participant – i.e. be prompt and prepared
- Contribute to a healthy climate for group relationships
- Communicate your feelings
- Offer and seek information
- Clarify and summarize
- Encourage the contributions of others
- Question others’ assertions
- Try not to withdraw
- Try not to dominate
- Try to enjoy through serious play

30% written assignments –
Annotated bibliography of required readings
For each class, prepare and turn in an annotated bibliography of the assigned readings. All readings should be annotated. Students should create a template for their document and prepare a bibliography that is relatively consistent across all readings.

Annotated descriptions of articles should be succinct and very concentrated. The following questions may assist in preparing your approximately five sentence write-up of each article:

- What, in general, is the main concept in the material?
- What new paradigms and words are important in this material?
- What common words does this author use that are essential but have an unusual or special meaning?
- What concepts are not clearly defined?
- How does this material clarify, support or contradict other articles and knowledge? How does it challenge the attitudes that you hold?

Finally, each annotation must include one sentence that addresses this final question:

How does this article relate to YOUR leadership challenge?

Note: Assertions of unsupported opinion (i.e. I loved/hated this article) are not appropriate. For additional assistance see:
owl.english.purdue.edu/owl/resource/614/02/
owl.english.purdue.edu/owl/resource/614/02/
www.library.cornell.edu/okuref/research/skill28.htm
2 short papers

Paper 1 (3-5 pages) Bring to class a written description of a leadership challenge you face in your work. This should be a first-person (i.e. you are a prime actor in the situation), current, serious (but not catastrophic) and potentially changeable challenge that you are facing. It can be in your workplace, a volunteer organization, or other association, but should not be a challenge you face in your family unless you work in a family-based business.

Based on your original leadership challenge and subsequent class discussions, write a second 3-5 page paper analyzing your originally described situation in light of the leadership models discussed in the articles and class. Discuss which models appear to be in use in your organization and which appear to be most effective and why.

Final paper

Write a substantial and critical reflection on your learning about yourself during this course. Use feedback from your 360° Leadership Profile and key issues addressed in the course that are important to you as your point of departure. You should also reference any critical learning moments that provided a “breakthrough” insight. Cite course readings and discussions that informed your learning. Explain how you may (or already have begun to) behave differently because of this new knowledge or skill. Writing this will be easiest if you keep a journal or notes throughout the course.

40% consulting project – participation, process & observation, partner comments, presentation

Assess how effective our action research has been through peer review and feedback. Each student will have an opportunity to present his/her assessment of the challenges faced by the “client” Feedback from each client will also be provided.
## COURSE ACTIVITIES BY SESSION

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<th>Session # 1</th>
<th>Topic</th>
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But isn’t it more complicated than that? Post-Heroic, Postmodern Leadership ~

To explore newer, emergent models of leadership.

See: http://www.fieldbook.com/DoC/DOCTimeline.html for a good timeline of the development of conceptual thinking about leading


POST MODERN LEADERSHIP MODELS

Bennis, W., The End of Leadership, in Organizational Dynamics, pp. 71-79. Reprint Number 10503 http://ezproxy.library.nyu.edu:2111/science?_ob=ArticleListURL&method=list&ArticleListID=852827922&sort=d&view=c&acct=C0000000333&version=1&_urlVersion=0&userid=30681&md5=e108a84565b2265238be0c8476bb8a7 (note: if this link does not work, search Science Direct via Bobst Library for this citation.


not be a challenge you face in your family unless you work in a family-based business

And,

For each class, prepare and turn in an annotated bibliography of the assigned readings. All readings should be annotated. Students should create a template for their document and prepare a bibliography that is relatively consistent across all readings.

Annotated descriptions of articles should be succinct and very concentrated. The following questions may assist in preparing your approximately five sentence write-up of each article:

What, in general, is the main concept in the material?
What new paradigms and words are important in this material?
What common words does this author use that are essential but have an unusual or special meaning?
What concepts are not clearly defined?
How does this material clarify, support or contradict other articles and knowledge?

Finally, each annotation must include one sentence that addresses this final question:
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<th>Session # 3</th>
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| 2/23/09     | Leading Complex Adaptive Systems ~ Bottom Up and Outside In ~ Exploring the role of Diversity, Gender and Multiculturalism | A quick examination reveals that approximately 9% of Fortune 500 CEOs are women and approximately 12% of the members of Fortune 500 Boards of Directors are women. Data regarding the representation of people of color in similar settings roughly parallel the data about women cited above. During this class session we will explore research on gender and multicultural diversity to investigate how assumptions, behavior and perceived performance influence leadership and representation. | 1. **Transitional & Postmillennial Leadership Models**
Snowden, D., & Boone, M., (2007) *A Leader’s Framework.* Harvard Business Review, November, Reprint Number R0711C, www.hbrreprints.org http://harvardbusinessonline.hbsp.harvard.edu/b | Short Paper #2 After you complete all the readings assigned through session #3, and your annotations, based on your first paper (Short Paper #1 which was your original leadership challenge) and the subsequent readings and class discussions, analyze your originally described situation in light of the additional information we have explored in the articles and class. Discuss which models appear to be in use in your situation and organization and which appear to be most effective and why. 30% written assignments | 30% written assignments |


**Cultural Diversity, Gender and Leadership**


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<th>Goal</th>
<th>Reading</th>
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It's All About the Questions

To develop competence with a new skill (q-storming) to enhance appreciative consulting through the use of skilled inquiry.


http://harvardbusinessonlinr.hbsp.harvard.edu/b02/en/common/item_detail.jhtml?id=R0505D&referral=2342


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<th>Session # 6</th>
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<tbody>
<tr>
<td>4/6/09</td>
<td>TLCP 360° Feedback Session</td>
<td>To receive and process 360° feedback in the context of overall course material.</td>
<td><a href="http://www.theleadershipcircle.com/site/main/positon-papers.htm">http://www.theleadershipcircle.com/site/main/positon-papers.htm</a></td>
<td>Consulting Presentations for 4/20/09 are due on FRIDAY, April 17, 2009</td>
<td>30% class participation</td>
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<th>Assignment Due</th>
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</table>
| 4/20/09    | Consulting Presentations  | Assess how effective our action research has been through peer review and feedback. During this class each student will present their client case, followed by their client’s response. | Argyris, C. (1990) *Overcoming Organizational Defenses*. Needham, MA: Allyn & Bacon. pp. 1-11, 67-90, 91-96  

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<th>Session # 8</th>
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To consider how the course readings and discussions and our experiences might accelerate our growth beyond oppositional word pairs. To create a nascent list of complementary word pairs as personal navigational aids during times of organizational change.  
See: http://www.odnetwork.org/publications/practitioner/backissues.php?pageNum_backissues=5&sort=title&totalRows_backissues=291&zoom_highlights=user=klein+klein+and+victor Note: this link may not be available without ODN membership  
Wilson, E. (1998). Back from Chaos, *The Atlantic Monthly*, March, pp. 41-62 http://www.theatlantic.com/issues/98mar/eowilson.htm (part one) AND http://www.theatlantic.com/issues/98mar/eo2.htm (part two) | Write a substantial and critical reflection on your learning about yourself during this course. Use feedback from your 360° and key issues addressed in the course that are important to you as your point of departure. You should also reference any critical learning moments that provided a “breakthrough” insight. Cite course readings and discussions that informed your learning. Explain how you may (or already have begun to) behave differently because of this new knowledge or skill. | 5/4/09 | 30% written assignments |
making sense of the readings, discussions and experiences we have shared. Our final evening together will be designed by the group to synthesize and capture key findings, important epiphanies and areas for future study and exploration.