NEW YORK UNIVERSITY
SYLLABUS

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, 2010

Dates: 9 in-person sessions on the following Mondays:
January 25
February 8
February 22
March 8
March 22
April 5
April 19
April 26
May 3

Time: Each class will begin promptly at 4:55PM – please arrive just a few minutes early
Ending time will vary somewhat over the term but class will never run later than 8:25 PM

Location: Room 208, 145 Fourth Avenue (near Union Square)

DESCRIPTION:

This course is designed to create an “action-learning” community in which students will integrate their professional experiences, and other graduate course work, with a final exploration of leadership concepts, theory and applied practice.

The course is designed to strengthen students’ abilities to lead, 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:

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♦ 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:

♦ 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 nine 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 in this course will face an unusual burden – first, missing a single date is roughly 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

ISBN # 0-449-90337-0
Technologies, Inc. (Available from the NYU Professional Bookstore)

Required readings assigned for each class are listed below. There is a supplemental document to this syllabus providing source/location
and acquisition information for each reading.

The Leadership Circle 360° Profile and The Leadership Circle Profile e-Book. The cost of this instrument is $245.00, which will be due to
the professor the third session of class. Checks should be made payable to Sharon Benjamin (for The Leadership Circle Profile). If
you have any questions about this please contact Gaby Schoenfeld within the graduate office at Wagner.

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: 30% class participation, 30% written
assignments and 40% individual consulting presentation.

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
Ask questions of real inquiry – what are you deeply curious about with regard to the concepts being discussed?
Expand your conceptual reach by understanding the material through application to your own leadership challenge
Communicate ideas – good questions demonstrate higher levels of mastery than assertions
Contribute to a healthy climate for group relationships
Communicate your feelings and offer and seek information
Clarify and summarize
Encourage the contributions of others
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.
<table>
<thead>
<tr>
<th>Session #1</th>
<th>Topic</th>
<th>Goal</th>
<th>Reading</th>
<th>Assignment Due</th>
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| 1/25/10   | Inaugurating the Learning Community | Introduction of students and orientation to action-learning course approach.  
Review of pre-course survey.  
Review syllabus, expectations and philosophy.  
Create baseline individual learning goals.  
Goleman, D. (1998). What Makes a Leader, *Harvard Business Review*, November-December, Reprint | Complete the exercises in Ronald Short's *Learning in Relationship* (Exercises can be found on pages 18, 26, 33-34, 41-42, 47, 52). Please take extensive notes on these exercises, including any observations and insights generated by these exercises, and bring your notes to our first class. | 30% class participation |
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<th>Session #2</th>
<th>Topic</th>
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<th>Assignment Due</th>
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Senge, P., Kleiner, A., Roberts, C., Ross, R., & Smith, B. (1994). *The Fifth Discipline Fieldbook*. Intrapersonal Mastery, New York: Doubleday, pp. 226-232 | Short Paper #1: 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 | 30% written |
For further reading you may also wish to see: [http://www.thefreelibrary.com/Henry+Laurence+Gantt:+the+Gantt+Chart-a099932527](http://www.thefreelibrary.com/Henry+Laurence+Gantt:+the+Gantt+Chart-a099932527)  
|           |       | POST MODERN LEADERSHIP MODELS | Bennis, W., *The End of Leadership*, in *Organizational Dynamics*, pp. 71-79. Reprint Number 10503 | | |
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


Whyte, W. F. (1960). Leadership and Group Participation. Bulletin No. 24, Ithaca, NY: New York State School of Industrial and Labor Relations, Cornell University 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?
<table>
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<th>Session #3</th>
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<th>Reading</th>
<th>Assignment Due</th>
<th>Grading</th>
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### 360° Overview & Introduction

During this class we will frame our consideration of popular leadership behavior feedback models exploring both the Kouzes & Posner model and Bob Anderson's Leadership Circle Profile.

### LEADING FROM THE INSIDE OUT


TLCP responses by your participants will be due on 3/23/09

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<th>Session # 4</th>
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<th>Goal</th>
<th>Reading</th>
<th>Assignment Due</th>
<th>Grading</th>
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  [http://www.mid-attc.org/pdf/Leading%20from%20Within.pdf](http://www.mid-attc.org/pdf/Leading%20from%20Within.pdf)  
**Singhal, A. (2006).** *Trust is the Lubricant of Organizational Life: Lessons from the Life and Career of Henri Lipmanowicz* Allentown, NJ: | 30% class participation | 30% class participation |
<table>
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<th>Session # 5</th>
<th>Topic</th>
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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.

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<th>Session # 6</th>
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Theory Prejudice toward Female Leaders, Psychological Review, Vol. 109, No. 3 pp. 573-598

Session # 6

4/5/10 TLCP 360° Feedback Session

To receive and process 360° feedback in the context of overall course material.


Consulting Presentations for 4/19/10 are due on FRIDAY, April 16, 2010

30% class participation
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<th>Topic</th>
<th>Goal</th>
<th>Reading</th>
<th>Assignment Due</th>
<th>Grading</th>
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</table>
| 4/19/10    | 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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<th>Goal</th>
<th>Reading</th>
<th>Assignment Due</th>
<th>Grading</th>
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</table>
| 4/26/10    | 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  
<table>
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<tr>
<th>Session #9</th>
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<th>Reading</th>
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