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, 2011
Dates: in-person sessions on the following Mondays:
January 24
February 7  February 28  March 7  March 21  April 4  April 18  April 25  May 2  May 9
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: TBD

DESCRIPTION:

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

The course is also designed to strengthen your ability to lead, including 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 your work in this course, you are expected to become:

♦ conversant with a broad survey of theoretical concepts and assumptions about leadership and leadership behavior;
♦ a better navigator of the internal and external factors influencing successful leading;

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♦ 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;
♦ able to synthesize and apply leadership theory, and,
♦ more insightful about personal leadership competencies, paradoxes and challenges. Growing out of this increased awareness, you will leave the class with an action plan for continued development of personal leadership capabilities.

This is an academic seminar with a significant component of experiential learning. The class will be managed as a learning community including both participants and the professor.

To succeed in this course, you will:

♦ Read all assigned materials in advance of each class;
♦ Attend all sessions 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 another student’s current leadership challenges, including presenting your analysis; and,
♦ Write reflective papers on selected topics.

This is a four credit course and due to the highly experiential nature of our classroom work together, you are expected to attend all classes. Clearly, emergencies 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, in the event of an absence, the interval between classes could be as long as a month; third, you are expected to work in small peer groups; missing a class puts a disproportionate burden on others.

Therefore, if you know that you have obligations that preclude attending all class sessions, or if you believe you MAY have such obligations emerge over the course of the semester, please think carefully before proceeding.

REQUIRED MATERIALS


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 Benajmin (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
Communicate your feelings and offer and seek information
Encourage the contributions of others
Don’t withdraw; alternately, don’t 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/
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.

Paper 2 (3-5 pages): Based on your first paper in which you describe your 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 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.
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<th>Session #</th>
<th>Topic</th>
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<th>Reading</th>
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<td># 1</td>
<td>Inaugurating the Learning Community</td>
<td>Introduction of students and orientation to action-learning course approach.</td>
<td>Before class please acquire the texts below and read both the assignment from the book and the articles listed. Access the articles via Bobst Library or purchase from Harvard Business Review online.</td>
<td>Complete the exercises in Ronald Short’s <em>Learning in Relationship</em> (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.</td>
<td>30% class participation</td>
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<td>1/24/11</td>
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<td>Review of pre-course survey.</td>
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<td>Review syllabus, expectations and philosophy.</td>
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<td>Create baseline individual learning goals.</td>
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<td>Set parameters for peer consulting and practice sessions.</td>
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<td>Session # 2</td>
<td>Leading from the Top Down</td>
<td>Exploration of seminal and traditional leadership models in organizational behavior literature, focusing on the role of the individual leader</td>
<td>Argyris, C. (1990) <em>Overcoming Organizational Defenses</em>. Needham, MA: Allyn &amp; Bacon. pp. 1-11, 91-96.</td>
<td>Short Paper #1: Bring to class a written description of a leadership challenge you face. This should be a first-person, current, serious and potentially changeable challenge that you are facing.</td>
<td>30% written</td>
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<td>MODERN LEADERSHIP MODELS</td>
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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)

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<th>POST MODERN LEADERSHIP MODELS</th>
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<tr>
<td>Bennis, W., (199). The End of Leadership: Exemplary Leadership is Impossible Without the Full Inclusion, Initiatives, and Cooperation of Followers, in Organizational Dynamics, Vol. 28., pp. 71-79. Reprint Number 10503</td>
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<tr>
<td>Heifitz, R., &amp; Linsky, M. (2002). &quot;Leadership on the 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</td>
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And,

For each class, prepare and turn in an annotated bibliography of each of the assigned readings. Please create a template for this 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?
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- What common words does this author use that are essential but have an unusual or special meaning?
- What concepts are not
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<td>2/28/11</td>
<td>Leading Complex Adaptive Systems ~ Bottom Up and Outside In ~</td>
<td>TRANSITIONAL &amp; POSTMILLENNIAL LEADERSHIP MODELS</td>
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<td>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</td>
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<td>30% written assignments</td>
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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

30% class participation | models appear to be in use in your situation and organization and which appear to be most effective and why. |
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<th>Session # 4</th>
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<th>Session # 5</th>
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<th>Reading</th>
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<td>Skilled Inquiry</td>
<td>Exploration of Diversity, Gender, and Multiculturalism</td>
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<td>Skilled inquiry.</td>
<td>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.</td>
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**CULTURAL DIVERSITY, GENDER AND LEADERSHIP**


Session # 6  |  Topic  | Goal  | Reading  | Assignment Due  | Grading
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Session # 7  | Topic  | Goal  | Reading  | Assignment Due  | Grading
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Session # 8  | Topic  | Goal  | Reading  | Assignment Due  | Grading
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4/25/11  | Consulting Presentations – Round One  | 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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