NEW YORK UNIVERSITY
SYLLABUS

Course Title: Executive MPA Seminar: Leadership
Course Number: EXEC-GP.3190
Credits: 4
Professor: S Benjamin, PhD
Contact Information: 703/836-1303 cell
sh158@nyu.edu OR sharon@sharonbenjamin.com
Semester: Spring, 2015
Dates: In-person sessions on the following Mondays:

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<th>Week One</th>
<th>January 26</th>
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<td>Week Two</td>
<td>February 9</td>
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<td>Week Three</td>
<td>February 23</td>
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<td>Week Four</td>
<td>March 9</td>
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<td>Week Five</td>
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<td>Week Six</td>
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<tr>
<td>Week Seven Consulting Presentations</td>
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<td>Week Eight Consulting Presentations</td>
<td>April 27</td>
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<td>Week Nine Consulting Presentations</td>
<td>May 4</td>
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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: 25 W. 4th Street, Room C-11

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;
♦ 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;

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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 your 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 class sessions. Clearly, emergencies occur. However, students missing a class in this course will face an unusual burden – first, because the work we do in-person is experiential, missing a class means missing the learning. Second, because we meet every other week except for the last three weeks of the semester, missing a single date is roughly equivalent to missing two “regular” classes; in the event of an absence, the interval between classes could be as long as a month; third, students 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, payment will be due to the professor the THIRD (February 24, 2014) session of class. Your check or money order should be made payable to Sharon Benjamin (for The Leadership Circle Profile). You will receive a signed receipt which can be used to request reimbursement if applicable.
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 a hard copy of your annotated bibliography for the assigned readings. All readings should be annotated. Students should use the provided template (or modify or create a template) for their annotations 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.

COURSE ACTIVITIES BY SESSION

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<tr>
<th>Week 1 1/26/1</th>
<th>Topic</th>
<th>Goal</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tr>
<td>Week 2 2/9/15</td>
<td>Topic</td>
<td>Goal</td>
<td>Reading</td>
<td>Assignment Due</td>
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Gilson, M., (1916). The Relation of Home Conditions to Industrial Efficiency, *Annals of the American Academy of Political and Social Science*, Vol. 65, Personnel and Employment Problems in Industrial Management (May, 1916), pp. 277-289 Sage Publications, Inc. in association with the American Academy of Political and Social Science | 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. 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
And, Annotated Bibliographies
For each class, prepare and turn in an annotated bibliography of each of the assigned readings. Please use the provided template and prepare annotations that are 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:

POST MODERN LEADERSHIP MODELS
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<td><strong>Week 3 2/23/15</strong></td>
<td>Leading Complex Adaptive Systems ~ Bottom Up and Outside In –</td>
<td>Pulling building blocks of our own leadership maps into focus. Navigating radically nonlinear environments.</td>
<td>How does this article relate to YOUR leadership challenge?</td>
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<td><strong>TRANSITIONAL &amp; POSTMILLENNIAL LEADERSHIP MODELS</strong></td>
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<td>360º Overview &amp; Introduction</td>
<td>During this class we will frame our consideration of popular leadership behavior feedback models exploring both the Kouzes &amp; Posner model and Bob Anderson's Leadership</td>
<td><strong>LEADING FROM THE INSIDE OUT</strong></td>
<td>TLCP responses by your participants will be due on 3/23/15.</td>
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<td><strong>Week 4</strong>&lt;br&gt;3/9/15</td>
<td>Values, Ethics and Outcomes</td>
<td>Assess how leader values relate to behavior, performance and ethics.</td>
<td>Annotated Bibliographies</td>
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<tr>
<td><strong>Week 5</strong>&lt;br&gt;3/23/15</td>
<td>It's All About the Questions</td>
<td>To develop competence with a new skill (q-storming) to enhance appreciative consulting through the use of skilled inquiry.</td>
<td>Annotated Bibliographies</td>
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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.

### CULTURAL DIVERSITY, GENDER AND LEADERSHIP


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<td><strong>Week 6 4/6/15</strong></td>
<td>TLCP 360º Feedback Session</td>
<td>To receive and process 360º feedback in the context of overall course material.</td>
<td>TLCP e-book to be distributed by professor. Annotated bibliographies for readings from week one</td>
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<td><strong>Week 7 4/20/14</strong></td>
<td>Consulting Presentations – Round One</td>
<td>Assess how effective our action research has been through peer review and feedback. During this class each student will</td>
<td><em>Tufte, E. (2003). The Cognitive Style of Powerpoint: Pitching Out Corrupts Within</em>. Cheshire, CT: Graphics Press LLC. Pp. 1-23 Consulting presentations for 4/21/14 are due on Friday, 4/17/15</td>
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present their client case, followed by their client's response.

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.

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.

Week 8 4/27/15
Consulting Presentations – Round Two
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.

Consulting presentations for 4/27/1 are due on **Friday, 4/24/2015**

Week 9 5/4/15
If necessary, Consulting Presentations Final Round
Leadership and Organizational Change: Navigating Paradox, Exploring Complementary Pairs Consilience & Sensemaking
Conclude discussion on the roots, implications and limitations of binary conceptualization.
Consider how the course readings and discussions and our experiences might accelerate our growth beyond oppositional word pairs. Create a nascent list of complementary word pairs as personal navigational aids during times of organizational change.

See:

This final session will be an important culmination of our learning and is designed to offer learners an opportunity to actively make sense of our shared readings, discussions and experiences. We will seek to synthesize and capture key findings, important epiphanies and areas for future study and exploration.

Annotated Bibliographies
Consulting presentations for 5/4/15 are due on **Friday, 5/1/2015**
Final Papers

*Materials marked with an asterisk have NOT been loaded onto the course site. Please acquire these independently.*