NEW YORK UNIVERSITY
SYLLABUS

Course Title: Executive MPA Seminar: Leadership
Course Number: EXEC-GP.3190
Credits: 4.5
Professor: S Benjamin, Ph.D.
Contact Information: 703/836-1303 cell
sb158@nyu.edu OR sharon@sharonbenjamin.com

Semester: Spring, 2017

Dates: In-person sessions on the following Saturdays:
Session One February 4
Session Two February 18
Session Three March 4
Session Four March 18
Session Five April 1
Session Six April 15 * class will adjourn by 5PM
Session Seven Consulting Presentations April 29
Session Eight Consulting Presentations May 6
Session Nine Consulting Presentations May 13

Time: Each class will begin promptly at 2:30 PM – please arrive just a few minutes early
Ending time will vary somewhat over the term but class will never run later than 6:00 PM

Location: BOBS Lower Level 138

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;

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♦ 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 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;
♦ Develop new answers to “Who am I?” and “What is my work?” and,
♦ Write reflective papers on selected topics.

This is a 4.5 credit course and due to the highly experiential nature of our classroom work together, you are expected to attend NINE class sessions. Clearly, emergencies sometimes occur, however, students missing a class in this course will face unusual burdens – first, because the work we do is experiential, missing a class means missing the learning. Second, because we meet every other Session missing a single date is roughly equivalent to missing two “regular” classes; in the event of an absence, the interval between classes would be approximately 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 of ALL nine sessions, or if you believe you MAY have such obligations emerge over the course of the semester, please think carefully before proceeding. Note: arriving 15 minutes late for the semester is roughly equivalent to missing one full class. Class will be dismissed by 5PM on April 15th.

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 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 that can be used for tax purposes or 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 short, 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.

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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
- 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, unless otherwise noted. 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?

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.
Papers 1 and 2 are not standard term papers – they are more like journal reflections. We will further discuss in class. References to course readings and other materials are appreciated and citations should be included in a consistent format to include author, title, date, publisher, and http as appropriate.

**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. This may be a traditional term paper, or may take another form. We will discuss the requirement in class.

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>Topic</th>
<th>Goal</th>
<th>Reading</th>
<th>Assignment Due</th>
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**Session 2 2/18**

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<th>Topic</th>
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<th>Reading</th>
<th>Assignment Due</th>
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<tr>
<td>The Enduring Paradigm of Heroic, Individual Leadership</td>
<td>organizational behavior literature, focusing on the role of the individual leader and his/her behavior.</td>
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<tr>
<td>But isn’t it more complicated than that? Post-Heroic, Postmodern Leadership ~</td>
<td>To explore newer, emergent models of leadership.</td>
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To explore newer, emergent models of leadership.


**MODERN LEADERSHIP MODELS**


**POST MODERN LEADERSHIP MODELS**


Whyte, W. F. (1960). Leadership and Group Participation. *Bulletin No. 24*, Ithaca, NY: New York State School of 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.
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<th>Session 3</th>
<th>3/4</th>
<th><strong>Topic</strong></th>
<th><strong>Goal</strong></th>
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<th>Session 4 3/18</th>
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<td>Session 5 4/1</td>
<td>Topic</td>
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### TLCP 360° Feedback Session
To receive and process 360° feedback in the context of overall course material.

**TLCP e-book to be distributed by professor.**

**Optional:**

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Consulting presentations for 4/29 are due Wednesday 4/26 COB  
Bibliographies |
<table>
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<td><strong>Session 9 5/13</strong></td>
<td>Final consulting presentations</td>
<td>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.</td>
<td>Annotated Bibs</td>
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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. | Final Papers Due Date TB    |

*Harvard Business Review articles have NOT been loaded onto the course site. Please acquire these independently via Bobst Library System on-line.*