The Meaning of Leadership

Fall 2018

Instructor Information

- Dave Gottesman
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- Phone: 516-835-4694
- Office Hours: by appointment
- david.gottesman@nyu.edu

Course Information

- UPADM-GP-9221 DC2
- Meaning of Leadership
- Tuesdays, 6:15 pm – 9:15 pm
- Classroom: B205

Course Overview and Goals

“Leadership is about how we shape futures that we truly desire.” Peter Senge

The Meaning of Leadership is a multi-disciplinary, experiential course that explores the nature of leadership in our 21st century global society and the capacities required to contribute effectively. For too long, we’ve imagined leadership as belonging to a select few. In every sector, we’ve focused our support and attention on individual leaders, and yet, the rapid transformation of our workplaces and communities requires a new and more expansive approach. Whether it’s addressing issues like climate change and income inequality or generating breakthrough innovations in science and technology, tackling today’s challenges requires capable and responsive leaders, as well as broadly distributed leadership that is ethical, inclusive and collaborative. The purpose of this course is to expose you to the trends, both practical and theoretical, that are driving this shift and to prepare you to more effectively exercise leadership in your own life and meaningfully contribute to work on complex challenges across a variety of sectors.

This course will be the academic component of your internship or other experiential learning
You will analyze contemporary leadership frameworks and develop your perspective on what it means for leadership to be ethical, inclusive, and collaborative. You will use the seminar to reflect critically and analytically on your experience to further your academic and professional goals. You will be asked to evaluate various aspects of your internship or experiential learning site, including but not limited to its mission, approach, policies, leadership culture and the local, regional and international contexts in which it operates. You will also be asked to reflect critically on the roles you take and your application of class learning in your internship or experiential learning placement throughout the semester. Hands-on course activities such as simulations, team projects and peer-to-peer consultancies will support you in developing self-awareness and critical leadership skills. You will be graded on the academic work produced in this course.

Upon Completion of this Course, students will be able to meet the following learning goals and objectives.

**Learning Goal I: Use contemporary leadership theories to analyze practice across contexts**

Objectives:
- Identify contextual factors that are driving a shift to relational models of leadership
- Recognize how contemporary leadership is an ongoing dynamic response to a complex world
- Describe how direction, alignment and commitment are produced in different contexts
- Recognize the individual and collective dimensions of leadership

**Learning Goal II: Prepare yourself to exercise leadership effectively**

Objectives:
- Practice self-reflection to build self-awareness, clarify career goals and enhance leadership skills
- Express the personal values that influence your leadership
- Use developmental relationships to narrow the gap between where you are and where you want to be in your leadership

**Learning Goal III: Enact relational leadership practices**

Objectives:
- Use multiple lenses to analyze the context in which leadership takes place
- Implement strategies to effectively set direction, create alignment and build commitment in others
- Develop strategies for addressing adaptive leadership challenges
- Create inclusive leadership processes
- Develop strategies for addressing values conflicts

**Course Requirements**

**Class Participation: 20%**

You must complete all readings and associated activities on NYU Classes before the session in which they are due and engage actively in the discussions and classroom activities. To participate fully, you should reflect on how your experience supports or challenges the concepts.
presented in those readings in preparation for each class. You are expected to actively engage in experiential exercises conducted during class time.

**Leadership Learning Site: 20%**

The Leadership Learning Site is your place to reflect on how the ideas in the course relate to you and your work. You will be expected to complete a post prior to most class sessions. Note that posts must be completed by Sunday at 11:55 pm prior to the session in which they are due. Your posts should be well organized and written with a professional style.

Think of them as short reflective essays. All assignments are listed in the Course Schedule and Outline section of the syllabus and described in detail on your customized Leadership Learning site and in NYU Classes. You will share your blog with your instructor who will support your development by offering feedback and guidance through the comments section of the blog over the course of the semester. To maximize this opportunity, please be as candid as possible in your posts. Later, you can selectively share components of your blog with others if you find that helpful. For now, know that your posts are being read by someone who want you to stretch yourself, take risks and ultimately succeed. Instructions for accessing and setting up your blog will be provided on NYU Classes.

**Individual Development Plan: 10%**

An important aim of this course is to prepare you to exercise leadership effectively. To do that, this course will offer you opportunities to increase your self-awareness, clarify your sense of purpose and the values that guide your leadership, and identify the strengths you bring to the work and the skills you want to enhance. The Individual Development Plan, which you will access through the same site as your blog, offers you space to set development goals for yourself, chart your progress and get feedback along the way from your mentor, instructor and peers. At the end of the semester, you will make a final progress report and identify goals for the future. The same guidelines outlined for the blog apply here — to get the most out of the IDP, you need to be willing to stretch, take risks and get honest feedback.

**Team Project: 50%**

You will work in a team to write a paper and deliver a presentation about an adaptive challenge of your choosing. Your team will define a challenge, investigate it, and propose an approach to addressing it. It should be a problem that at least one member of your team has a direct stake in and some ability to play a role in resolving. (e.g. it may be a challenge at school, in your community, or in your internship.)

You will work on this project throughout the semester and will receive feedback at each stage to help you refine your approach. You will be evaluated as a team on five components:

1. Project Proposal (due by Session 4)
2. Mid Project Report (due by Session 8)
3. Final Paper (submitted by Session 12)
4. Final Presentation (presented in Session 12)
5. Team Contribution (a short survey in which you will evaluate your contributions and the contributions of your teammates to the effort)

Grading of Assignments

The grade for this course will be determined according to the following formula:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Leadership Learning Site</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Development Plan</td>
<td>10%</td>
</tr>
<tr>
<td>Team Project</td>
<td>50%</td>
</tr>
</tbody>
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Letter Grades

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
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<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>74-76</td>
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<tr>
<td>C-</td>
<td>1.67</td>
<td>70-73</td>
</tr>
<tr>
<td>Letter Grade</td>
<td>Points</td>
<td>Percent</td>
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<td>D+</td>
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<tr>
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<td>1.00</td>
<td>65-66</td>
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<tr>
<td>F</td>
<td>.00</td>
<td>Below 65</td>
</tr>
</tbody>
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**View Grades**

Grades will be posted to NYU Classes. Midterm and Final Grades will be posted to Albert.

**Course Schedule**

**Topics and Assignments**

The following is a summary of topics and assignments. For complete details on sessions, reading, pre-work, and assignments, see the session page in NYU classes.

All assignments are due Saturday before our Tuesday class by midnight, except where otherwise noted.

**Session 1: Exercising Leadership: Case Study of a Complex Leadership Challenge**

*Friday, August 24, 2018 10:00 am - 12:00 pm and 1:00 – 3:00 pm, Reading Room*

In August 2005, Hurricane Katrina hit the Gulf Coast of the US. The storm itself did tremendous damage but its aftermath was catastrophic. In New Orleans, levee breaches caused massive flooding that destroyed homes, businesses, and infrastructure, left thousands dead and tens of thousands displaced. Entire communities were devastated. In the months and years that followed, communities struggled to rebuild and recover. In this case study, we’ll look at one small piece of the recovery. We’ll talk about the people involved, decisions made, actions taken, and their consequences and consider the lessons learned about leadership in a complex, evolving environment. We will then use your exploration of this case to preview the different concepts we will address throughout the semester.

**Assignments due:**

- Create your Leadership Learning Site
- Post your Blog Profile and Video Introduction

**Session 2: Preparing Yourself for Leadership: Self-Awareness and Developmental Relationships**

*Tuesday, August 27, 2018 6:15 – 9:15 pm*
This session will introduce the portion of the course focused on you as a leader. You will prepare your goals for the semester in advance to create an individual learning plan based on your emerging awareness of your strengths and areas for growth. We will discuss the role of emotional intelligence in leadership and why it is increasingly critical. You will have the opportunity to make sense of your Emotionally Intelligent Leadership Inventory results. In addition, we will discuss different types of developmental relationships that can support you as you pursue your goals and prepare you to effectively build connections and relationships as you engage in networking in D.C. Finally, we will review the syllabus and set norms for our learning community.

**Reading/Preparation:**


**Assignments due:**

- IDP: Draft your three goals in your Leadership Learning Site

**Session 3: Exercising Leadership: Adaptive Leadership Practices**  
*Tuesday, September 4 2018 6:15 – 9:15 pm*

In this first session on exercising leadership, we will explore your experiences with leadership and explore them through the lens of a relational leadership model. We will examine the trends that are contributing to the kinds of complex challenges we seek to address with leadership today and focus specifically on “adaptive leadership” as an effective model for today’s environment. According to Heifetz, Grashow and Linsky, “adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive.” You will apply the adaptive leadership framework to a complex challenge that is important to you and have the opportunity to pitch your challenge to your classmates. Through this process, we will form our teams for the final project.

**Reading/Preparation:**

- Video: Strategic Leadership in a VUCA World [here](#).

**Assignments due:**

- Blog Post 1: Adaptive Leadership Worksheet
- IDP: Revise your three goals according to the feedback you received

**Session 4: Exercising Leadership: Inclusive Practices**  
*Tuesday, Sept 11, 2018, 6:15 – 9:15pm*

We will examine the role of identity and power in leadership as we set the context for practicing inclusive leadership. We will look at how gender, race and other markers of identity influence access to leadership opportunities and discuss the implications of exclusionary practices on
leadership effectiveness in today’s environment. We will use a simulation in this session to practice humble inquiry as an inclusive leadership practice.

Reading/Preparation:

- Eight Ways to Improve a Question by Warren Berger.
- Video: Mike Vaughan: *How to Ask Better Questions*
- Video: Charlene Li: *Giving Up Control: Leadership in the digital era*

Assignments due:
- Blog Post 2: Inclusion at Work
- Team Project: Adaptive Leadership Challenge Proposal

Co-Curricular Event
*Tuesday, September 18, 2018 6:15 – 9:15 pm, Auditorium*

Assignments due:
- Team Project: Adaptive Leadership Challenge Proposal
- Start thinking ahead about your Informational Interview(s)

Session 5: Preparing Yourself for Leadership: Personal Narrative
*Tuesday, Sept 25, 2018 6:15 – 9:15 pm*

We will continue our personal development process with a focus on values and personal narrative in this session. Using the Public Narrative framework, we will practice telling stories of self related to the issues you worked on in the adaptive leadership session. You will get feedback from peers and your instructor and have the opportunity to enhance your delivery of a narrative that can move others to action.

Reading/Preparation:

- Using the Public Narrative workbook, draft a story of self that helps you communicate the values that motivate you to take action on the adaptive challenge you discussed in the last session.

Assignments due:

- Blog Post 3: Leadership Narratives
- Note: You will post a video of your story of self after the session

Session 6: Exercising Leadership: Conflict Competence
*Tuesday, October 2, 2018 6:15 - 9:15 pm*
The practice of leadership inevitably involves conflict. In this session, we will explore the nature of conflict and approaches to turning conflict into opportunities for communication and collaboration.

**Reading/Preparation:**

**Assignments due:**
- Blog Post 4: Story of Self Video
- Complete the Thomas-Kilmann Conflict Modes assessment online using the Thomas-Kilmann Instrument (TKI).

**Fall Break**
*Tuesday, Oct 9, 2018*

**Session 7: Exercising Leadership: Diagnosing the System**
*Tuesday, October 16, 2018 6:15 – 9:15 pm*

In the next few sessions, we will explore and apply the practice of adaptive leadership. This week, we explore the first step in practicing adaptive leadership, which is to “diagnose the system”. This session is about resisting the impulse to jump straight to a solution, and rather, to step back and figure out what is going on. To help with the diagnosis, we will use a framework, summarized in your readings, that allows you to look at organizations through several perspectives: structural, human resource, political, and symbolic. We will apply it to your internship sites as well as a case study of profound organizational dysfunction at a GM car plant called NUMMI.

**Reading/Preparation:**
- This American Life, Episode 561: NUMMI - Part 1

**Assignments due:**
- Blog Post 5: Internship Overview
- IDP: Progress Report

**Session 8: Exercising Leadership: Mobilizing the System**
*Tuesday, October 23, 2018 6:15 – 9:15 pm*

In our ongoing application of adaptive leadership, we will move beyond diagnosis to look at ways to “mobilize the system”. In practicing adaptive leadership, you will make interventions aimed to change the dynamics and outcomes in your organization or system. Your interventions should be based on the results of your diagnosis, taking into account the structure, human resources, politics, and culture of your organization. You will have to engage politically and address conflict. To explore the notion of mobilization, you will continue your analysis of the NUMMI case study and analyze what happened as GM sought to mobilize its system and apply the lessons learned at NUMMI to the whole company.
Reading/Preparation:
- This American Life, Episode 561: NUMMI- Part 2

Co-Curricular Event
Tuesday, October 30, 2018 6:15 – 9:15 pm

Assignments due:
- Team Project: Mid Project Report

Looking Ahead: Your Informational Interviews Blog Post is due before session 10.

Session 9: Preparing Yourself for Leadership: See Yourself as a System
Tuesday, November 6, 2018 6:15 – 9:15 pm

Heifetz, Grashow and Linsky note that “you are a system as complex as the one you are trying to move forward.” To be an effective leader, you need be aware of this system: your personality, goals, skills, emotions, and values. In this session, we will explore your system, building on the emotional intelligence inventory, your IDP, and your life experiences so far this semester. When you take pair situational awareness with self-awareness, you can begin to think strategically about how best to deploy yourself as a leader.

Reading/Preparation:
- TED Radio Hour: Failure Is an Option

Assignments due:
- Blog Post 6: Purpose and Defaults
- Complete the VIA assessment.

Session 10: Exercising Leadership: Values Conflicts
Tuesday, November 13, 2018 6:15 – 9:15 pm

We will turn again to the role of values in leadership. We will explore how we can each lead in alignment with our own values. Using case studies, we will craft strategies for resolving values conflicts ethically and with integrity.

Assignments due:
- Blog Post 7: Informational Interviews

Co-Curricular Event
Tuesday, November 20, 2018 6:15 – 9:15 pm

Session 11: Preparing Yourself for Leadership: Perspectives on Work and Life (Panel)
Tuesday, November 27, 2018 6:15 – 9:15 pm
The contemporary workplace can be complex and challenging, with changing attitudes and workforce dynamics that require organizations to pay attention to and address issues including diversity and work-life balance. This class will feature a guest panel of professionals to speak about their varied experiences in and out of the workplace.

**Reading/Preparation:**


**Assignments due:**

- Blog Post 8: Work-life Perspectives

**Session 12: Final Presentations**

*Tuesday, December 4, 2018, 6:15 – 9:15 pm, Auditorium*

Our two sections will come together to present their final projects for the instructors, the DC Site Leadership and invited guests of your choosing (e.g., your internship supervisor, mentor).

**Assignments due:**

- Team Project: Final paper
- Team Project: Final presentation
- Team Project: Teamwork Survey

**Session 13: Preparing Yourself for Leadership: Taking Your Leadership Forward**

*Tuesday, December 11, 2018 6:15 – 9:15 pm*

This closing session will synthesize learning across the arc of the course and its three thematic areas: understanding leadership, preparing yourself for leadership and exercising leadership. We will work together to prepare you to continue developing your leadership once the course has ended. We will discuss how to incorporate what you have learned and experienced this semester in a cohesive manner that can be used in an elevator pitch, networking opportunity, and/or job interview or negotiation setting.

**Assignments due:**

- IDP: Final Progress Report
Course Materials

Course readings and activities are available online in the course site on NYU classes. Only three resources are not available on the site.


2. **We will provide this to you as part of your orientation:** Shankman, Marcy Levy, Scott J. Allen and Paige Haber-Curren, *Emotionally Intelligent Leadership Inventory*. Jossey-Bass, 2nd edition, 2015. ISBN: 978-1118821787 (note: We will give you this booklet during the first session.)

3. **You will need to order this instrument, but wait for direction from the professor:** Thomas, Kenneth W. and Gail Fann Thomas, *Introduction to Conflict and Teams* (note: You will need to order this booklet in advance at the link included above.)

Resources

- **Access your course materials:** NYU Classes (nyu.edu/its/classes)
- **Databases, journal articles, and more:** Bobst Library (library.nyu.edu)
- **Assistance with strengthening your writing:** NYU Writing Center (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** IT Help Desk (nyu.edu/it/servicedesk)

Course Policies

Attendance and Tardiness

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. **To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and unexcused absences will affect students’ semester grades.** Students are responsible for making up any work missed due to absence. Repeated absences in a course may result in failure. At all Global Academic Centers, unexcused absences will be penalized with a two percent deduction from the student’s final course grade (for courses that meet once per week; for courses that meet twice per week, it is a one percent reduction per missed class).

To seek an excused absence for medical reasons, students must use the online absence reporting form within 24 hours of their first missed class. Students may be required to produce a doctor’s note with that day’s date, especially if the student has missed any classes already that semester or if exams/presentations/papers occurred in the missed class.

Non-medical absences must be discussed with the Academic Staff at least 7 days before the missed date(s) in question. If faculty members do not receive notification of an excused absence, the student has not procured an excused absence.

NYU Washington, DC expects students to arrive to class promptly (both at the beginning and
after any breaks), to be attentive, and to remain for the duration of the class. If full class attendance and participation becomes a problem, it is the prerogative of each lecturer to apply the rule for unexcused absences, which may include a two percent deduction from the student’s final course grade.

Students are responsible for making up any work missed due to absence. This means they should initiate email and/or office hour discussions to discuss any missed lectures and assignments and arrange a timeline for submitting missed work.

Final exams must be taken at their designated times. Final exams may not be taken early, and students should not plan to leave Washington, DC before the end of the finals week.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at the announced meeting point in a punctual and timely fashion. Staff members may always be reached by cell phone for advice regarding public transportation.

**Late Assignment**

1) Late work should be emailed to the faculty as soon as it is completed.
2) Late work will be reduced for a fraction of a letter grade (e.g., A to A-, A- to B+, etc.) for every day it is late, including weekends.
3) Written work during the semester that is submitted 5 days after the submission date (including weekends) without an agreed extension fails and is given a zero.
4) Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.
5) Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.
6) Assignments due during finals week that are submitted more than 3 days without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.

**Incomplete Grade Policy**

An “incomplete” is a temporary grade that indicates that the student has, for good reason, not completed all of the course work. This grade is not awarded automatically nor is it guaranteed; rather, the student must ask the instructor for a grade of “incomplete,” present documented evidence of illness, an emergency, or other compelling circumstances, and clarify the remaining course requirements with the instructor.

In order for a grade of “incomplete” to be registered on the transcript, the student must fill out a form, in collaboration with the course instructor and the academic administration at the site; it should then be submitted to the site’s academic office. The submitted form must include a deadline by which the missing work will be completed. This deadline may not be later than the end of the following semester.

**Academic Honesty/Plagiarism**
As the University’s policy on "Academic Integrity for Students at NYU" states: "At NYU, a commitment to excellence, fairness, honesty, and respect within and outside the classroom is essential to maintaining the integrity of our community. By accepting membership in this community, students take responsibility for demonstrating these values in their own conduct and for recognizing and supporting these values in others." Students at Global Academic Centers must follow the University and school policies.

The presentation of another person’s words, ideas, judgment, images, or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

NYU Washington, DC takes plagiarism very seriously; penalties follow and may exceed those set out by your home school. All your written work must be submitted as a hard copy AND in electronic form to the lecturer. Your lecturer may ask you to sign a declaration of authorship form.

It is also an offense to submit work for assignments from two different courses that is substantially the same (be it oral presentations or written work). If there is an overlap of the subject of your assignment with one that you produced for another course (either in the current or any previous semester), you MUST inform your professor.

For guidelines on academic honesty, clarification of the definition of plagiarism, examples of procedures and sanctions, and resources to support proper citation, please see:

- NYU Policies and Guidelines on Academic Integrity
- NYU Library Guides

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Religious Observances

Students observing a religious holiday during regularly scheduled class time are entitled to miss class without any penalty to their grade. This is for the holiday only and does not include the days of travel that may come before and/or after the holiday.

Students must notify their professor and the Washington, DC Academics team in writing via email at least 7 days before being absent for this purpose.

Appendix: Summary of Assignments

All deadlines are 11:55pm on the date listed (usually Saturday) unless an assignment is due in class.
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic/Assignment</th>
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</thead>
<tbody>
<tr>
<td>Friday 8/24</td>
<td>Leadership Learning Site: Post your profile and video introduction</td>
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<tr>
<td>Saturday 8/25</td>
<td>EIL Inventory</td>
</tr>
<tr>
<td></td>
<td>IDP: Draft Goals</td>
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<tr>
<td>Saturday 9/1</td>
<td>Blog Post 1: Adaptive Leadership Worksheet</td>
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<td></td>
<td>IDP: Revise Goals</td>
</tr>
<tr>
<td>Saturday 9/15</td>
<td>Blog Post 2: Inclusion at Work</td>
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<td></td>
<td>Team Project: Adaptive Leadership Challenge Project Proposal</td>
</tr>
<tr>
<td>Saturday 9/22</td>
<td>Blog Post 3: Leadership Narratives</td>
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<tr>
<td>Saturday 9/29</td>
<td>Blog Post 4: Story of Self Video</td>
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<td>Saturday 10/13</td>
<td>Blog Post 5: Internship Overview</td>
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<td>IDP: Progress Report</td>
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<td>Tuesday 10/23</td>
<td>Team Project: Mid Project Report</td>
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<td>Saturday 11/3</td>
<td>Blog Post 6: Purpose and Defaults</td>
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<td>Saturday 11/10</td>
<td>Blog Post 7: Informational Interviews</td>
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<td>Blog Post 8: Work-Life Perspectives</td>
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<td>Team Project: Final Paper</td>
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<td>Saturday 12/8</td>
<td>IDP: Final Progress Report</td>
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