COURSE DESCRIPTION

“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 engagement. 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.

COURSE LEARNING GOALS & OBJECTIVES

By the end of this course, it is expected that you 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 on-going 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**
- 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 EXPECTATIONS**

Students are expected to:
- Complete all readings and assignments on time and come to sessions fully prepared
- Engage fully in course activities, exploring your assumptions; making yourself vulnerable; contributing respectfully to the learning community; and asking challenging questions of yourself, your peers and your instructor
- Take action on your learning in your internship or experiential learning placement and other arenas and share that experience with the class community to foster the development of your own and others' leadership practice

**COURSE WEBSITE**

The course website can be found on the NYU Classes system, accessible via the “Academics” tab on the NYU Home (http://home.nyu.edu). Throughout the semester, we will post documents such as readings, lecture slides, and links to videos or online articles. In addition, you will occasionally receive emails about course logistics to your NYU email account. Therefore, you should check both the course website and your NYU email account on a regular basis.

**COURSE MATERIALS**

Course materials include books, articles, field manuals, videos and other online resources.
The required pre-work for each class session is listed under the “Course Outline” section of the syllabus. **You must complete all pre-work for each session before coming to class and bring the required materials to the session either in electronic or hard copy form.**

**Books**

You must have full access to the following books throughout the semester:


**Articles and Book Chapters**

Required articles and book chapters are listed under the session for which they are due. Please read through the entire syllabus to ensure that you understand the weekly reading load. Most articles are available on NYU Classes. If an article must be purchased, that is noted on the syllabus next to the assigned reading.

**Field Manuals**

For the modules on ethical leadership practices, you will be required to complete online field manuals from the Giving Voice to Values curriculum. We will send you a link via email to setup an account and purchase the field manuals for Giving Voice to Values. The cost is $20. Note that the assigned field manuals must be completed by Sunday at 11:59 pm prior to the session in which they are due. This will allow you to read one another’s posts and for your instructors to review your comments prior to class.

**Videos and Other Online Resources**

Links for any required videos or other online resources are available on NYU Classes and are listed in the syllabus for the session in which they are due.

**ASSESSMENT and ASSIGNMENTS**

Your course grade will be determined as follows:

**Class Participation: 20%**
You must complete all readings 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 11:59 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. You will share your blog with your instructor and a small group of classmates 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 people 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: 20%**
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. You will also be required to write an end-of-semester summative essay about your progress and learning. 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.

**Giving Voice to Values Field Manuals: 10%**
Through the Giving Voice to Values (GVV) Field Manuals, you will learn strategies for acting in alignment with your values and thereby practicing ethical leadership. Each field manual includes short assignments such as quizzes, polls and reflective posts. There are also ample opportunities to engage in dialogue with your classmates about the ideas presented in the manuals. You are expected to complete fully all assignments in the field manuals and bring the issues they raise into class discussions. Note that the assigned field manuals must be completed by Sunday at 11:59 pm prior to the session in which they are due. This will allow you to read one another's posts and for your instructors to review your comments prior to class.

**Final Project: 30%**
The final project for this course will consist of a group research paper and presentation that enables you to investigate a question related to leadership at your internship or experiential learning site. Each group will generate a shared research question, conduct
secondary research using existing literature and agree on data collection methods. Then, each member of the team will collect data from his or her internship or experiential learning site. Together, the team will analyze their collective data to generate a written report and 20-minute presentation to be delivered at the closing session. More details on requirements for the assignment will be given in class. Deliverables for the project include:

- Individual research topic proposal due October 9th by 11:59 pm
- Research question due October 16th by 11:59 pm
- Research methods memo due October 23rd by 11:59 pm
- Initial findings memo due November 27th by 11:59 pm
- Final paper due on December 13th in class
- Final presentation due on December 13th in class
- Survey on team process and individual contributions (to be submitted individually following the final presentations)

**Failure to submit or fulfill any required course component results in failure of the class.**

*Note: Fieldwork is graded pass/fail. Students need to complete their internship hours, submit learning outcomes and goals, as well as sign and uphold internship honor code.*

**Assessment Expectations**

**Grade A:** The student makes excellent use of empirical and theoretical material and offers well-structured arguments in his/her work. The student writes comprehensive essays/exam questions and his/her work shows strong evidence of critical thought and extensive reading.

**Grade B:** The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

**Grade C:** The work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

**Grade D:** The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

**Grade F:** The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.
**Grade Conversion**

NYU Washington, DC uses the following scale of numerical equivalents to letter grades:

<table>
<thead>
<tr>
<th>Numerical Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>100-94</td>
<td>A</td>
</tr>
<tr>
<td>86-84</td>
<td>B</td>
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<td>76-74</td>
<td>C</td>
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<tr>
<td>79-77</td>
<td>C+</td>
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<tr>
<td>69-67</td>
<td>D+</td>
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**COURSE POLICIES**

You will be expected to adhere to the following course policies established for Global Academic Sites.

**Attendance**

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.

To seek an excused absence for medical reasons, students must email or discuss with the Academic Program Coordinator in advance of their missed class. For an excused absence, students must produce a doctor’s note dated with the exact dates of the missed class and/or exam.

Non-medical absences must be discussed with the Academic Program Coordinator prior to the date(s) in question, who will communicate the absence to all relevant faculty members. If faculty members do receive notification, 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 instructor 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.

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 Submission of Work

1. Written work due in class must be submitted during the class time to the professor.
2. Late work should be emailed to the faculty as soon as it is completed. (If the assignment must be submitted in person, the Academic Program Coordinator can collect on behalf of the faculty between the hours of 9–5, M–F.)
3. 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.
4. 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.
5. Students who arrive to class late for an exam do not have automatic approval to take extra time to complete the exam.
6. Students who miss an exam (including the final) without previously arranged permission will receive a zero on that exam.
7. 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.

Statement on Religious Observance (NYU Policy: University Calendar Policy on Religious Holidays)

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 Office of Academic Support in writing via email one week in advance before being absent for this purpose.

Students with Disabilities

Accommodations are available for students with documented disabilities. Please
contact the Moses Center for Students with Disabilities at +1-212-998-4980 or see their website for further information: http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html

**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 instructor. Your instructor 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:

http://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html

http://gls.nyu.edu/page/gls.academicintegrity

http://cas.nyu.edu/page/academicintegrity


**COURSE SCHEDULE and OUTLINE**
**Session 1: Introduction to the Meaning of Leadership**  
**August 23, 2016, 6:00 - 9:00 pm, Reading Room**  
In our opening session, we will begin building our learning community of Global Leadership Scholars. We will learn about one another's experiences of leadership and how those have shaped our different perspectives, set norms for our learning community and review the syllabus for the course. We will also begin exploring the values that bring you to the work of leadership.

**Reading/Preparation:**

- Bring a story of leadership that is meaningful to you from a culture or place that has been formative to your own development. You simply need to bring the story in your mind and be ready to share it.

**Session 2: Understanding Leadership: A relational framework for the 21st century**  
**August 24, 2016, 8:30 - 11:30 am, Reading Room**  
Through a hands-on challenge, we will experience leadership in action and begin exploring a framework for understanding leadership in today’s complex, global society. We will discuss how this framework relates to our experiences and observations of leadership in different cultural contexts. Finally, we will learn what scholars are saying about what it takes to contribute effectively to leadership today.

**Session 3: Exercising Leadership: Case study of a complex leadership challenge**  
**August 24, 2016, 12:00 - 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.

**Special Event: TBD**  
**August 30, 2016, 6:15 - 9:15 pm**

**Session 4: Preparing Yourself for Leadership: Self-awareness and developmental relationships**  
**September 6, 2016, 6:15 - 9:15 pm, B109 Godsoe and B207 Mortimer**  
This session will prepare you to create an individual learning plan for the semester that will support you in achieving specific leadership development goals you set for yourself 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 and get feedback as you craft SMART goals for your development over the course of the semester. In addition, we will discuss different types of developmental relationships.
that can support you as you pursue your goals. We will set up peer to peer mentoring groups that you will work with for the rest of the semester.

**Reading/Preparation:**

- TED Radio Hour: Failure Is an Option http://www.npr.org/programs/ted-radio-hour/487606750/failure-is-an-option

**Assignments due:**

- Post your Blog Profile and Video Introduction
- IDP: Draft the following sections:
  - Goal 1.1 | EIL Assessment
  - Goal 1.2 | Set Your Goal (A and B)
  - Goal 1.3 | Craft Your Strategy (A)
  - Goal 2.1 | Skill-based Assessment
  - Goal 2.2 | Set Your Goal (A and B)
  - Goal 2.3 | Craft Your Strategy (A)
  - Goal 3.1 | D.C. Goals
  - Goal 3.2 | Set Your Goal (A and B)
  - Goal 3.3 | Craft Your Strategy (A)

**Looking ahead: Meet with your mentor to get feedback on your IDP. Your revision is due 9/18.**

**Session 5: Preparing Yourself for Leadership: Building your network**

*September 13, 2016, 6:15 - 7:45 pm, Auditorium*

You may have heard the saying “it’s not who you are but who you know.” Networking is one of the most important skills you can develop as you begin your career. We will discuss “the strength of weak ties” and how to document and grow your own network through traditional methods as well as social media, and the value of conducting Informational Interviews with professionals in the fields that interest you while you are a student.

**Reading/Preparation:**

Assignments due:

- Blog Post: Networking
- Start thinking ahead about your Informational Interview(s)

Special Event: Identity in the Workplace Panel
September 20, 2016, 6:00 - 7:30 pm, Auditorium
Trudy Steinfeld, Assistant Vice-President and Executive Director of NYU's Wasserman Center for Career Development, will moderate a discussion about identity, diversity and inclusion at work.

Session 6: Exercising Leadership: Understanding organizations part 1
September 20, 2016, 7:45 - 9:15 pm, B109 Godsoe and B207 Mortimer
Effective leadership rests on a solid understanding of your organization – its mission, values, and culture. In this session, we’ll explore the mission and values of your internship organization and the way that affects the way work is organized and done in the organization. We’ll also look at a framework for analyzing your organization and apply it to a case study.

Reading/Preparation:
- Bolman & Deal, Chapter 1: Introduction: The Power of Reframing (p.3 – 22)

Assignments due:

- Blog Post: Internship Introduction
- IDP:
  - Goal 1.2 | Set Your Goal (revise A and B, complete C)
  - Goal 1.3 | Craft Your Strategy (revise A, complete B)
  - Goal 2.2 | Set Your Goal (revise A and B, complete C)
  - Goal 2.3 | Craft Your Strategy (revise A, complete B)
  - Goal 3.2 | Set Your Goal (revise A and B, complete C)
  - Goal 3.3 | Craft Your Strategy (revise A, complete B)

Session 7: Exercising Leadership: Understanding organizations part 2
September 27, 2016, 6:15 - 9:15 pm, B109 Godsoe and B207 Mortimer
We will delve deeper into the organization and explore how leaders can, or sometimes, can’t facilitate organizational change. We’ll continue our case study and use the four frames to analyze what happened. Specifically, how can the four frames help us analyze organizational challenges and identify strategies for affecting change? How can leadership, at all levels in an organization, benefit from looking at change from these four perspectives?

Reading/Preparation:
• Bolman & Deal: Introductions to four sections
  ○ Part 2: The Structural Frame (p.41 – 42)
  ○ Part 3: The Human Resource Frame (p.113 – 114)
  ○ Part 4: The Political Frame (p.184 – 185)
  ○ Part 5: The Symbolic Frame (p.243 – 244)

• This American Life, Episode 561: NUMMI(http://www.thisamericanlife.org/radio-archives/episode/561/nummi-2015)- Part 2

Assignments due:

• Prepare a group presentation explaining the failure of GM to implement the lessons of NUMMI, through the lens of one frame. Handout on this assignment to be provided.

Session 8: Understanding Leadership: Leadership in today’s complex world
October 11, 2016, 6:15 - 9:15 pm, B109 Godsoe and B207 Mortimer
We will begin a deeper exploration of the Leadership Studies field in this session, learning about the evolution of leadership theory over the past 100 years. Understanding how the field has evolved will give you context for looking at your own and others’ leadership practice today. We will look at the major theories that have defined the field as well as the broader shifts in society that have led to changes in how we understand leadership.

Reading/Preparation:

• Video: Strategic Leadership in a VUCA World
  https://www.youtube.com/watch?v=72AzCY45fKU
• Video: Charlene Li: Giving Up Control: Leadership in the digital era
  http://www.ted.com/watch/ted-institute/ted-ibm/charlene-li-giving-up-control
• Video: Fred Swaniker: The leaders who ruined Africa, and the generation who can fix it
  http://www.ted.com/talks/fred_swaniker_the_leaders_who_ruined_africa_and_the_generation_who_can_fix_it

Assignments due:

• Blog Post: Leadership in Action
• Giving Voice to Values Field Manual 1: Context
• Individual Research Topic (complete the reading before submitting)

Looking Ahead: Meet with your mentor. Your IDP progress report is due on 10/23.

Session 9: Exercising Leadership: Adaptive leadership practices
October 18, 2016, 6:15 - 9:15 pm, B109 Godsoe and B207 Mortimer
According to Heifetz, Grashow and Linsky, “adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive.” In this first session on exercising relational
leadership, we will apply the adaptive leadership framework to complex challenges that are important to you. You will have the opportunity to workshop your ideas for a change strategy on an issue that calls you to leadership and to get feedback from your instructor and peers.

**Reading/Preparation:**


**Assignments due:**

- Giving Voice to Values Field Manual 2: Conflict
- Blog Post: Adaptive Leadership Worksheet
- Team Research Question

**Special Event: David Gregory**

*October 25, 2016, 6:15 - 9:15 pm, Auditorium*

Details TBD.

**Reading/Preparation:**

- None

**Assignments due:**

- Blog Post: Speaker Questions
- IDP: Progress Report
  - Goal 1.4 | Refine Your Strategy
  - Goal 2.4 | Refine Your Strategy
  - Goal 3.4 | Refine Your Strategy
- Team Research Methods Memo

**Looking Ahead: Your Informational Interviews Blog Post is due November 15th.**

**Session 10: Preparing Yourself for Leadership: Personal narrative**

*November 1, 2016, 6:15 - 9:15 pm, , B109 Godsoe and B207 Mortimer*

We will continue our personal development process with a focus on 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: Leadership Narratives
- Giving Voice to Values Field Manual 3: Values
- Note: You will post a video of your story of self after the session

**Session 11: Preparing Yourself for Leadership: Perspectives on work and life (panel)**

*November 15, 2016, 6:15 - 9:15 pm, B109 Godsoe and B207 Mortimer*

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: Work-life Perspectives
- Blog Post: Informational Interviews
- Giving Voice to Values Field Manual 4: Voice

**Looking Ahead: Meet with your Mentor. Final IDP progress report is due 12/6.**

**Special Event: TBD**

*November 22, 2016, 6:15 - 9:15 pm*

**Session 12: Exercising Leadership: Ethical and inclusive practices**

*November 29, 2016, 6:15 - 9:15 pm, B109 Godsoe and B207 Mortimer*

In part one of this session, 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. In the second half of the class, 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.

**Reading/Preparation:**


**Assignments due:**

- Blog Post: Inclusion at Work
- Giving Voice to Values Field Manual 5: Strategy
- Giving Voice to Values Field Manual 6: Listening
- Team Initial Findings Memo

**Session 13: Preparing Yourself for Leadership: Taking your leadership forward**

**December 6, 2016, 6:15 - 9:15 pm, B109 Godsoe and B207 Mortimer**

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
  - Goal 1.5 | Reflect on Your Progress and Plan for the Future
  - Goal 2.5 | Reflect on Your Progress and Plan for the Future
  - Goal 3.5 | Reflect on Your Progress and Plan for the Future

**Session 14: Final Presentations**

**December 13, 2016, 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:**

- Final paper
- Final presentation
# SCHEDULE OF ASSIGNMENT DEADLINES

All deadlines are 11:59 pm on the date listed unless an assignment is due in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Task</th>
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| 9/4   | Leadership Learning Site: Post your profile and video introduction  
       | Draft  
       | Goal 1.1 | EIL Assessment  
       | Goal 1.2 | Set Your Goal (A and B)  
       | Goal 1.3 | Craft Your Strategy (A)  
       | Goal 2.1 | Skill-based Assessment  
       | Goal 2.2 | Set Your Goal (A and B)  
       | Goal 2.3 | Craft Your Strategy (A)  
       | Goal 3.1 | D.C. Goals  
       | Goal 3.2 | Set Your Goal (A and B)  
<pre><code>   | Goal 3.3 | Craft Your Strategy (A)  |
</code></pre>
<p>| 9/11  | Blog Post 1: Networking                             |
| 9/18  | Blog Post 2: Internship Introduction                |
| 9/27  | Group presentation                                  |
| 10/9  | Blog Post 3: Leadership in Action                   |
|       | GVV: Field Manual 1                                 |
|       | Individual Research Topic                           |
| 10/16 | Blog Post 4: Adaptive Leadership Worksheet          |
|       | GVV: Field Manual 2                                 |
|       | Team Research Question                              |
| 10/23 | Blog Post 5: Speaker Questions                      |
|       | IDP: Progress Report                                |</p>
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<tr>
<th>Date</th>
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<tr>
<td>10/30</td>
<td>Blog Post 6: Leadership Narratives</td>
<td>GVV: Field Manual 3</td>
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<tr>
<td>11/4</td>
<td>Blog Post 7: Story of Self Video</td>
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<tr>
<td>11/13</td>
<td>Blog Post 8: Work-life Perspectives</td>
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Goal 1.4 | Refine Your Strategy
Goal 2.4 | Refine Your Strategy
Goal 3.4 | Refine Your Strategy

Goal 1.5 | Reflect on Your Progress and Plan for the Future
Goal 2.5 | Reflect on Your Progress and Plan for the Future
Goal 3.5 | Reflect on Your Progress and Plan for the Future