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Office Hours:
By appointment

Course Description
What does it mean to be an effective leader? Are there particular skills/competencies one needs to be an effective leader? What does empirical research say about differences between women’s and men’s leadership, e.g., are there areas where women have greater strengths, are there areas where women have greater difficulty? Do people evaluate women’s and men’s leadership using different criteria? What challenges do women face in attempting to achieve leadership positions? How do these challenges differ across women with different backgrounds and/or in different leadership positions (e.g., across levels of organizational hierarchy, different types of organizations, etc.)? This course addresses each of these questions, and is designed to enable participants to gain a better understanding of issues and controversies associated with women as public service leaders. The course will examine non-gendered theories of leadership as well as theories and research related to women’s leadership and why women’s leadership matters.

In addition to learning about women and leadership, there will also be an opportunity for participants to link theory and practice, and to develop their own leadership competencies. Over the course of the semester, we will focus on a variety of leadership competencies and, through case studies, role plays, and other experiential exercises, supplemented by small and large group discussions, participants will be able to practice their leadership skills in the safe environment of the classroom.

Course Objectives
By the end of this class, students will be able to:
1. Describe several different approaches to defining and understanding leadership.
2. Compare and contrast various arguments regarding issues and controversies surrounding women’s leadership, both political and organizational.
3. Evaluate leadership effectiveness demonstrated by other individuals.
4. Demonstrate new leadership competencies based on a more complex understanding of leadership.
5. Develop plans to improve their leadership capacity based on an assessment their own leadership effectiveness.
Readings

In addition, selected readings may be handed out in class or added to the Dropbox folder. When readings are added to the Dropbox folder, they will be placed in a subfolder designated on the course schedule. All readings should be completed before the class where they will be discussed.

Grading

**Reflections on Readings Related to Women and Leadership (25%)**
During the weeks where we will be talking about leadership, there will be one or more assigned book chapters or articles to read prior to class. Students will be expected to write a brief (2-3 pages) response that shows thoughtful engagement with the ideas in the reading. That is, your response should not simply summarize the readings, but rather should comment on them. Examples of thoughtful engagement with the readings include, but are not limited to, comments that reflect on what surprised you in the reading, your personal experience with the topic, how this particular reading compares to other (prior) readings or how this reading relates to a current issue in the news. Assignments will be due at the beginning of class, and late submissions will not be accepted, except under extenuating circumstances. Assignments will be graded for organization and presentation, as well as for your ideas. This means that assignments should be word-processed, proofread carefully for errors, and should observe all the conventions of academic writing. Students are expected to complete their own assignments, and the instructor may ask students for further information on any assignment turned in.

**Action/Action Plan Assignments (30%)**
During classes devoted to giving class participants the opportunity to develop their leadership capacity, we will begin to practice new competencies in the safe environment of the classroom. After beginning to develop your leadership competency in this safe environment, the next step is to develop a plan to practice the new competency in a “real-world” setting and, in some cases, to actually carry out the plan (depending on the competency and the time frame). With each competency (set of competencies), an assignment will be distributed that gives class participants the opportunity to develop a plan and/or to actually practice the competency and reflect on what you need to do to continue to improve your ability to perform that competency. More details about each assignment will be provided each week.

**Research Paper and Presentation (25%)**
In order to gain a better understanding of women and leadership, everyone will complete a research project that either examines a woman leader or examines a topic related to woman and leadership. If you choose to examine a woman leader, she should be someone who has achieved national or international recognition. More details about this assignment are provided in the handout on the research project.

**Attendance and Participation (20%)**
Attendance is required. There will be sign-in sheet at the beginning of class and students are expected to arrive on time and stay the entire class period. If you must be absent from a class or miss part of the class period, you are expected to notify the instructor in advance. Missing any portion of the class, without prior notification will affect your course participation grade. More importantly, you are expected to participate actively in large- and small-group discussions, group
exercises, role-plays, and other experiential exercises; and you should assume that participation will be given a much heavier weight than attendance. So, plan to attend and to participate actively.

Course Policies

- Students are expected to come to class prepared, having completed the readings or other assignments.
- Students are expected to meet deadlines.
- Academic dishonesty will not be tolerated. Students who violate the University’s policies on academic dishonesty may be subject to suspension (see Graduate Bulletin sections on “Academic Standards” related to Academic Integrity/Academic Dishonesty: http://www.albany.edu/graduatebulletin/admission_graduate_requirements.htm). Note that there are many forms of academic dishonesty, including cheating, multiple submissions, falsification, and plagiarism. If you are unsure about any of these, you should speak to the instructor.
  - Students should be especially careful in their writing to properly acknowledge material and ideas taken from other sources in order to avoid exposing themselves to accusations of plagiarism. If you have any questions about standards related to plagiarism, you might want to complete the University at Albany Library’s tutorial, available at http://library.albany.edu/usered/plagiarism/index.html, which carefully explains issues of plagiarism—what it is and how to avoid it when you are writing a paper.
- Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disabilities Resource Center (Campus Center 137, 442-5490). That office will provide the course instructor with verification of your disability, and will recommend appropriate accommodations.
- Cell phones and other electronic devices that are not required for effective class performance are to be shut off before entering class. Any student who is experiencing an emergency situation where it may be necessary for someone to reach you should notify the instructor in advance of your situation. Otherwise, any student who is seen texting or sending e-mail during class or who leaves class to respond to a phone call will be marked absent for that day.
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<thead>
<tr>
<th>Date</th>
<th>Topic/Reading Assignment</th>
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<tbody>
<tr>
<td><strong>January 23</strong></td>
<td><strong>Course Introduction:</strong>&lt;br&gt;Review of Syllabus&lt;br&gt;Student and Instructor Introductions&lt;br&gt;Thinking Critically about the Readings</td>
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<td><strong>January 30</strong></td>
<td><strong>Defining Leadership</strong>&lt;br&gt;Leadership Theories (Part I)**&lt;br&gt;<strong>Reading:</strong>&lt;br&gt;<strong>BAMM</strong>: Introduction (pp. 1-34)&lt;br&gt;<strong>Dropbox folder</strong>: Leadership Theories (Part I)</td>
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<td><strong>February 6</strong></td>
<td>**Leadership Theories (Part II)****&lt;br&gt;<strong>Reading:</strong>&lt;br&gt;<strong>Dropbox folder</strong>: Leadership Theories (Part II)</td>
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<td><strong>February 13</strong></td>
<td><strong>Do Women and Men Lead Differently?</strong>&lt;br&gt;How Do Others’ Evaluate Women’s Leadership?**&lt;br&gt;<strong>Reading:</strong>&lt;br&gt;<strong>Dropbox folder</strong>: Women and Men’s Leadership</td>
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<td><strong>February 20</strong></td>
<td><strong>No class</strong></td>
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<td><strong>February 27</strong></td>
<td><strong>Some Challenges Affecting Women in the Workplace</strong>&lt;br&gt;<strong>Reading:</strong>&lt;br&gt;<strong>Dropbox folder</strong>: Challenges</td>
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<td><strong>March 6</strong></td>
<td><strong>Leadership Development: Human Relations Quadrant</strong>&lt;br&gt;<strong>Reading:</strong>&lt;br&gt;<strong>BAMM</strong>: Module 1: Understanding Self and Others, Communicating Honestly and Effectively, Mentoring and Developing Others&lt;br&gt;<strong>Dropbox folder</strong>: Emotional and Social Intelligence</td>
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<td><strong>March 13</strong></td>
<td><strong>Leadership Development: Human Relations Quadrant</strong>&lt;br&gt;<strong>Reading:</strong>&lt;br&gt;<strong>BAMM</strong>: Module 1: Managing Groups and Leading Teams; Managing and Encouraging Constructive Conflict</td>
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<td><strong>March 20</strong></td>
<td><strong>No Class</strong></td>
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<td>Date</td>
<td>Topic</td>
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| March 27   | Leadership Development: Rational Goal Quadrants | **Reading:**  
**BAMM**: Module 3: Developing and Communicating a Vision; Setting Goals and Objectives  
**Dropbox folder**: Strategic Planning |                                                      |
| April 3    | Leadership Development: Internal Process Quadrant | **Reading:**  
**BAMM**: Module 2: Organizing Information Flows; Planning and Coordinating Projects; Module 3: Managing Execution and Driving for Result  
**Dropbox folder**: Time Management |                                                      |
| April 10   | Leadership Development: Open Systems Quadrant | **Reading:**  
**BAMM**: Module 4: Using Power and Influence Ethically and Effectively  
**Dropbox folder**: Using Power Ethically |                                                      |
| April 17   | Leadership Development: Open Systems Quadrant | **Reading:**  
**BAMM**: Module 4: Fueling and Fostering Innovation; Implementing and Sustaining Change |                                                      |
| April 24   | Managing Paradox                           | **Reading:**  
**Dropbox folder**: Managing Paradox |                                                      |
| May 1      | Student Research Paper Presentations        |                                                                         |                                                      |
| May 8      | Student Research Paper Presentations        |                                                                         |                                                      |

*Note: this is a working outline, and may be revised to meet the needs of class participants.*