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
This class will have two types of assigned readings: (1) readings associated with competency development and (2) readings focused on women and/or leadership. Competency development readings will appear under the “Quadrant” titles as listed in the course schedule.
All readings should be completed before the class where they will be discussed. The readings associated with women and leadership will also be discussed in the online discussions (more information below).


In addition to the assigned readings, selected readings may be handed out in class.

**Grading**

*Action/Action Plan Assignments (30%)*

Using the CVF as a foundation for focusing on key managerial leadership competencies, we will devote time during eight of the classes (two per CVF quadrant) to providing class participants with the opportunity to develop their leadership capacity and to practice new competencies in the safe environment of the classroom. After focusing on developing your leadership competency in this safe environment, the next step will be to develop a plan to practice these new competencies in a “real-world” setting. With each quadrant (set of competencies), an assignment will be distributed that gives you the opportunity to develop a plan and/or to actually practice the competency and reflect on what you have learned through the reading, through practicing the competency in the classroom environment, and then either planning to practice or actually practicing the competency in a “real-world” setting; as well as to reflect on what you need to do to continue to improve your ability to perform that competency. The due dates of the Action/Action Plan Assignments are listed in the course schedule. More details about each assignment will be provided in each class.

*Application of Competing Value Framework: Presentation and Reflection (30%)*

In order to gain a better understanding of the paradoxes that all leaders face on a regular basis and the specific issues that women face in leading organizations, everyone will complete a project that uses the Competing Values Framework to assess either (1) the managerial leadership of a woman leader who you are able to observe or (2) the organizational practices of a nonprofit organization and the ways in which this organization helps to develop the leadership of its female members (employees, volunteers, and/or individuals served by this organization). If you choose to assess the managerial leadership of a woman leader you are able to observe, it may be a woman you work with at your Fellowship placement or a woman in an organization where you volunteer and, in addition to observing this leader, you should plan to interview her so that you can learn about her thoughts about the paradoxes she faces in as a managerial leader. If you choose to assess the organizational practices of a nonprofit organization, you will need to have access and familiarity with the organization (e.g., an organization where you volunteer) and you should plan to interview a leader at that organization (male or female) to learn more about that leader’s thoughts about the organization’s efforts to develop the leadership capacity of its female members. More details about this assignment are provided in the handout on this application project.

*Attendance and Participation (30%)*

There are two modalities in which student are expected to actively engage and participate in the course.
In class
Class attendance and participation are integral to this portion of your grade, so you should plan to attend all classes and participate actively. That is, attendance is required and class participants are expected to arrive on time and stay through the entire class. If you must miss an entire class or part of a class, you should notify me in advance. More importantly, when you are in class, you are expected to be actively engaged in large- and small-group discussions, group exercises, role-plays, and other experiential exercises. For up to two classes, if you have a legitimate reason for missing class (e.g., emergency situation, required appointment), you will have the option of “making up” for your absence by writing a brief (3-4 pages) reflection on the material covered in the class you missed. Note that while this is an option, and not a requirement, I encourage you to take this option as a way of keeping up with the class material and obtaining feedback on how you are understanding course material.

Pre-Class Online Contributions
In preparation for some of the face-to-face class discussions, there will be asynchronous Blackboard discussions (as noted in the syllabus) that focus on particular readings for the upcoming class. The online discussion space will create an initial opportunity for students to express their thoughts/reactions to the readings. All posts should focus on contributing to an academic discussion on the articles. Examples of potential posts include:

- A comparison of the points made in the different articles
  - For example, “Author X notes that women face barriers that are different from the barriers noted by author Y. I feel that these barriers are related because….”

- Questions that the articles raise for you
  - For example, “While reading X article, I questioned if the research results were influenced by the sample because…”

- Ideas about how you might apply the ideas from the readings to your personal and professional lives
  - For example, “In thinking about the readings and the concept of work-life enrichment, I starting thinking about the following ways in which I could increase my own work-life enrichment…”

- Questions that the articles raise that are related to other topics in the course (e.g., managerial leadership roles, competencies and/or paradoxes of the Competing Values Framework (CVF), past class topics/readings).
  - For example, “Given the CVF paradoxes and the readings on careers, I started thinking of new paradoxes such as….”

The key message that you want to convey in your discussion posts is that you are thinking about the content of the readings in a critical way, i.e., in thinking about the articles you now have a different way to think about an issue or you recognize the argument being made but you think the author(s) neglected to address a particularly important issue or did not address it sufficiently. This can also be an opportunity to practice connecting theory and practice by talking about your own experience or the experience of someone else whom you know; however, you must explicitly connect the experience to the readings and course content.

For each week where there is an asynchronous discussion, students are responsible for at least one post by noon each Wednesday before class meets. The weeks for which an asynchronous discussion post is due are noted in the syllabus.
All Participation
Lastly, we all come to this subject matter from different perspectives. These differences should energize our discussions on a given topic. Our goal should be to learn from our differences and to use them as springboards for thoughtful and respectful dialogue.

In class Discussion Leader (10%)
As part of your leadership development, each student will have at least two opportunities to help lead a class discussion on a topic related to women and leadership (i.e., the asynchronous discussion topics). A sign-up sheet will be available that will have the dates and topics at the second meeting of our class. More details on this element of the course will be discussed in class.

Course Policies and Ground Rules
• Students are expected to come to class on time and prepared, having completed the readings or other assignments.
• Students are expected to meet deadlines.
• Students are expected to display respect for the opinions, values, traditions and lifestyle choices of all class members. Discussions in the classroom and online should reflect that respect.
• 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 me.
  o 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 [Business Administration 120 (old Business School building), 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 instructors in advance of her 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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
</tr>
</thead>
</table>
| 1    | January 27 | Class introduction  
Review of syllabus  
Review of what we learn from research (vs. personal experiences) (n>1)  
and how to consider the credibility of sources  
Introduction to Competing Values Framework and Paradox |
| 2    | February 3 | Leadership Theories and Approaches: From Great Man Theories to Current (Transformational/Transactional, Servant, Connective, Mindful Leadership) Approaches |
| 3    | February 10| Paradoxes of Organizational Life in the 21st Century  
Guest Lecturer for Q&A (noon): Dr. Sue Faerman |
| 4    | February 17| Women and Leadership: Do Women Lead Differently from Men?  
How Are Women Evaluated Differently from Men?  
What Are Some of the Challenges that Women Face in the Work World?  
*Asynchronous Discussion* |
| 5    | February 24| Human Relations Quadrant: Emotional Intelligence (Self-Awareness), Communication and Feedback  
Building Mentoring Relationships and Asking for Feedback |
| 6    | March 3    | Human Relations Quadrant: Social Intelligence: Building Teams and Managing Conflict  
Women Are Not All the Same: What Challenges Do Women of Color and Women from Other Minority Groups Face (Lesbian/Bisexual, Women with Disabilities, Other?)  
*Asynchronous Discussion* |
| 7    | March 10   | Rational Goal Quadrant: Strategic Planning for Organizations  
Women Are Not All the Same: Stages of One’s Career – What Challenges Do Women Face at Different Points of their Careers? Do/Should Women Define Success Differently at Different Points in Their Career?  
*Asynchronous Discussion*  
Action/Action Plan Assignment 1 Due |
<p>|      | March 17   | Classes suspended |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>March 24 Rational Goal Quadrant: Creating Your Job as a Manager: What to Delegate (and What Not to Delegate)</td>
</tr>
<tr>
<td></td>
<td>Women Are Not All the Same: Stages of Life – What Challenges Do Younger Women Face? What Challenges Do Older Women Face?</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Discussion</td>
</tr>
<tr>
<td>9</td>
<td>March 31 Internal Process Quadrant: Time Management</td>
</tr>
<tr>
<td></td>
<td>Women Are Not All the Same: Challenges of Work-life Integration – What Challenges Do Women Face Regarding Work-life Integration? What Are Personal Expectations? What Are Societal Expectations? What Does It Mean to “Have It All”?</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Discussion</td>
</tr>
<tr>
<td></td>
<td>Action/Action Plan Assignment 2 Due</td>
</tr>
<tr>
<td>10</td>
<td>April 7 Internal Process Quadrant: Creating Accountability through Performance Management</td>
</tr>
<tr>
<td></td>
<td>Ethical Leadership</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Discussion</td>
</tr>
<tr>
<td>11</td>
<td>April 14 Open Systems Quadrant: Building and Developing Your Power Base</td>
</tr>
<tr>
<td></td>
<td>Toxic Leadership</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Discussion</td>
</tr>
<tr>
<td></td>
<td>Action/Action Plan Assignment 3 Due</td>
</tr>
<tr>
<td>12</td>
<td>April 21 Open Systems Quadrant: Becoming a Change Agent</td>
</tr>
<tr>
<td></td>
<td>Conforming vs. Becoming a Tempered Radical</td>
</tr>
<tr>
<td></td>
<td>Asynchronous Discussion</td>
</tr>
<tr>
<td>13</td>
<td>April 28 Application of Competing Values Framework Presentations</td>
</tr>
<tr>
<td></td>
<td>Action/Action Plan Assignment 4 Due</td>
</tr>
<tr>
<td>14</td>
<td>May 5 Application of Competing Values Framework Presentations</td>
</tr>
<tr>
<td></td>
<td>(May 10) Last day of classes</td>
</tr>
<tr>
<td></td>
<td>May 12 Application of Competing Values Framework Reflection Paper Due via email by end of day (5pm).</td>
</tr>
</tbody>
</table>

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