Instructor Contact Information:
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Office Hours:
By appointment: phone, face-to-face, virtual (e.g., Skype)

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.

Grading for this course will be from A-E.

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.
3. Evaluate leadership effectiveness demonstrated by other individuals.
4. Develop plans to improve their leadership capacity based on assessing and reflecting on 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. For two of the classes the readings associated with women and leadership will be discussed in an online discussion (more information below).

Required Text:

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

Written Assignments (50%)
Action/Action Plan Assignments
Using the CVF as a foundation for focusing on key managerial leadership competencies, we will devote time during classes to the CVF quadrants and provide class participants the opportunity to develop their leadership capacity and 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.

Book Review with Application of Competing Value Framework (Presentation is part of class participation).
This is an opportunity for you to read a book related to the course topic of Women’s Leadership and explore an aspect of this area that is of interest to you AND apply course material. This might be a book on a particular female leader or a topic related to how women lead, a book on the new types of career models, work-life integration, etc…You could even read a book on leadership, in general, and then choose to see how the CVF applies and/or gender-related concepts can be applied.

You need to submit your book choice to me by the Feb 9. You should include the title, author and a brief description of why you are choosing this book. If you are having difficulty thinking of a book, please contact me and we can discuss further.

Your book review will have two components: a class presentation (the weeks of April 27 and May 4) and a paper due (by email May 11).

In your book review, you need to:
Summarize the main themes/topics presented in the book
• Present your reactions to the book. You cannot simply say "I enjoyed reading it" or "I liked it." You need to support your reactions with a rationale/reason.
• Discuss what concepts from the course you see as related to the book and how they are related.
• End with a final rating: do not recommend, recommend or highly recommend.

Your review should be no more than three double-spaced pages, 12-point font, 1 inch margins

**Attendance and Participation (40%)**
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 to participate actively. You 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.

**Book Review Presentation:** As noted earlier in the syllabus, each student will present their book review to the class. Each presentation will be approximately 15-20 minutes and allow for 5 five minutes of Q and A (as part of the total time). Presentations will take place on April 27 and May 4. Sign up sheets for presentation times will be handed out during the term. In the presentation, students should highlight the themes in the book, the applications they can make to course material and their overall opinion of the book.

**Online Discussions**
For two of the scheduled classes (2/9 and 3/23) instead of the Friday in-person class, online discussions will take place during the week of class and will close the Sunday following the scheduled class (i.e., 2/3 – 2/11 and 3/17 – 3/25). In the online discussion space students are asked 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 negotiation, I started thinking about the following ways I could improve my negotiation skills…”
• 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.

Students must post at least original thought and then respond to a post of at least two classmates’ posts. The original post must be made by Wed 9pm (i.e., 2/7 by 9pm, 3/21 by 9pm). The response can be made any time before the online board closes.

In-class Article Contribution
It is an important academic skill to critically evaluate the sources of information. In the context of academic discussions, it is important to incorporate academically credible information to support your thoughts or use as a source to compare and contrast with your thoughts. Towards this end, the assigned readings (chapters and articles) provide you with academically credible sources. To help you develop your skills in finding and assessing academically credible information and to allow you to learn more about topics of interest to you (and share that learning with others), we will devote time during two classes for students to present a research article of their choice as part of the class. The presentation does not need to be formal (e.g., powerpoint). More details will be discussed in class.

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.
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: https://www.albany.edu/graduatebulletin/requirements_degree.htm#academic_standards). 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 instructor in advance of her situation.
- Information regarding the University’s Medical Excuse Policy can be found at (https://www.albany.edu/health_center/medicalexcuse.shtml) .
## Course Schedule - Overview

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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s)</th>
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| 1    | January 26| Class introduction  
Review of syllabus  
Key foundation topics to be discussed (e.g., role of research, perspectives, credibility of sources)  
Introduction to Competing Values Framework and Paradoxes |
| 2    | February 2| Leadership Theories and Approaches  
Women and Leadership: What is the connection between women and leadership theories and approaches? |
| 3    | February 9- no class. | ONLINE DISCUSSION: Feb 3 – Feb 11.  
Book Choice Due by end of day (online submission) |
| 4    | February 16| Paradoxes of Organizational Life in the 21st Century  
Human Relations Quadrant: Emotional Intelligence (Self-Awareness), Communication and Feedback. Building Mentoring Relationships and Asking for Feedback  
Sign-up for In-class Article Contribution and Book Review Presentations |
| 5    | February 23| Human Relations Quadrant: Social Intelligence: Building Teams and Managing Conflict  
Intersectionality: What Challenges Do Women of Color and Women from Other Minority Groups Face (Lesbian/Bisexual, Women with Disabilities, Other)? |
| 6    | March 2    | Internal Process Quadrant: Time Management  
In-Class Article Contribution  
Action/Action Plan Assignment 1 Due |
| 7    | March 9    | Internal Process Quadrant: Creating Accountability through Performance Management  
In-Class Article Contribution |
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>March 16</td>
<td>Classes suspended</td>
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<td>8</td>
<td><strong>March 23</strong>&lt;br&gt;no class.&lt;br&gt;Online Discussion&lt;br&gt;ONLINE DISCUSSION: March 17 – March 25.&lt;br&gt;Implicit Assumptions, Microaggressions&lt;br&gt;Action/Action Plan Assignment 2 Due by end of day March 23.</td>
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<td>9</td>
<td><strong>March 30</strong>&lt;br&gt;Rational Goal Quadrant: Strategic Planning for Organizations&lt;br&gt;Rational Goal Quadrant: Creating Your Job as a Manager: What to Delegate (and What Not to Delegate)</td>
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<td>10</td>
<td><strong>April 6</strong>&lt;br&gt;Open Systems Quadrant: Building and Developing Your Power Base&lt;br&gt;Stages of Life – What Challenges Do Younger Women Face? What Challenges Do Older Women Face?&lt;br&gt;Action/Action Plan Assignment 3 Due</td>
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<td>11</td>
<td><strong>April 13</strong>&lt;br&gt;Open Systems Quadrant: Becoming a Change Agent&lt;br&gt;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?</td>
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<td>12</td>
<td><strong>April 20</strong>&lt;br&gt;Challenges of Work-life – What Challenges Do Women Face Regarding Work-life Integration? What Are Personal Expectations? What Are Societal Expectations? What Does It Mean to pursue fulfilling, successful, challenging work and personal lives?&lt;br&gt;Action/Action Plan Assignment 4 Due</td>
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<td>13</td>
<td><strong>April 27</strong>&lt;br&gt;Book Review Presentations</td>
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<td>14</td>
<td><strong>May 4</strong>&lt;br&gt;Book Review Presentations</td>
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<td>(May 9) Last day of classes</td>
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<td>May 11 Book Reviews due via email by end of day (5pm).</td>
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*Note: this is a working outline, and may be revised to meet the needs of class participants.*