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**LEADERSHIP STEP BY STEP**

Professor Joshua Spodek

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Course number: LROD1-CE9411

3.0 credits

Fall 2016

Wednesday, 6:00PM – 9:00PM

Washington Square

Office hours by appointment

**Course Description:**

Leadership Step by Step is a practical course based on an integrated, comprehensive progression of exercises to develop the skills, beliefs, and experiences of successful and effective leadership for people of all levels and experience. It is not a course of abstract leadership principles, general advice, or habits of effective leaders. The exercises are based upon leadership theory and practice. The progression requires no experience to start. Each exercise is useful and valuable on its own and builds upon the previous and leads to the next, guiding you from the basics to advanced leadership skills, beliefs, and experience. The course is divided into four units: Understanding Yourself, Leading Yourself, Understanding Others, and Leading Others. You will gain knowledge of leadership not just by reading about it but also by putting it into practice, which in turn, will help you to grow as a professional into an effective, confident, empathetic, and inspirational leader who people will want to lead them again.

**Course Prerequisites:**

None.

**Course Structure/Method:**

The course is experiential, active, and reflective. It will prepare you to practice effective leadership and teamwork in a variety of contexts—business, politics, community organizing, entrepreneurship, sports, teaching, sales, coaching, etc—without relying on authority, status, hierarchy, or other external conditions.

You will learn to create more meaning and purpose in your work, your teammates, and your professional relationships. As a result, your teams will accomplish more with greater satisfaction. Your teammates will feel inspired and will want to work with you again.

The course will also help you make leadership and teamwork more calm, rewarding, and enjoyable for you and your teammates—and your relationships and life in general too. You will develop professionally and personally, in a process that will continue throughout your life.

The course focuses on learning fundamentals through experience. Once you master the fundamentals, practice leads to mastering high-level principles and techniques.

The course will lead you through a progression of personal, experiential exercises. As leadership is fundamentally behavioral, social, and emotional, these exercises develop behavioral, social, and emotional skills such as self-awareness, self-regulation, motivation, and empathy, which research shows to predict successful team performance.

The exercises are simple, introspective, challenging, active, and need few resources. Each develops useful skills on its own, builds on earlier ones, and contributes to later ones.

We will focus on the human motivational system, how it works, how to use it, and how it relates to meaning and value. You will develop your awareness of and skill with its elements, such as perception, belief, mental models, emotion, behavior, environment, and reward. We first focus on the motivational system you know best and have the most access to—your own. After improving our understanding of it, we move to leading ourselves with it. We then apply that understanding and skill to understanding and leading others.

Because leadership and self-awareness are personal, you will keep an online journal of your reflections on the exercises (staying anonymous, if desired). Past students describe sharing each other's reflections as one of the most valuable parts of the course.

**Unit 1: Understanding Yourself**

We start by focusing on consciously observing how we think, understand, and act on our perceptions. We will work with self-awareness, beliefs, mental models, awareness that others have different beliefs, and how these factors affect motivation and strategy.

We will build awareness of these elements and skills using them, particularly through observing our inner monologue, seeing how it manifests our beliefs, judgment, and strategies, and learning to manage it.

We will start to work with the interplay between perception, belief, and emotion and the value of acting on low-level specific instruction over talking about high-level principles.

**Unit 2: Leading Yourself**

We begin this unit with awareness of mental models that create undesired outcomes and emotions. We continue by actively choosing mental models to create motivations and behavior in ourselves to create intended results.

We will further develop our self-awareness through exercises showing the importance of outcome, motivation, and emotion as criteria for choosing mental models. We will see how language and behavior affect credibility and influence.

We will practice communicating genuineness and authenticity through exercises on communicating more openly and seeing its effects in generating interest and trust.

**Unit 3: Understanding Others**

In this unit you will use an explicit model for the human motivational system, eventually to create your own. This model uses a functional, systematic view of emotions based in evolutionary psychology to help understand and motivate yourself and others predictably. We will see and use the interplay of perception, belief, emotions, behavior, emotional reward and motivation, and how that reward sustains behavioral change.

We will practice using the model to understand and influence ourselves and others actively and effectively based on deliberate intent. After using this model, we will look at other models and develop our own.

We will also examine common but un- or counterproductive methods of influencing ourselves and others.

**Unit 4: Leading Others**

This unit's exercises show how to create and deepen meaningful connections based in empathy, compassion, and understanding conducive to productive collaboration.

We will see and become sensitive to the connection between strong motivations, passions, and vulnerabilities. We will experience the value and effectiveness of prioritizing the interests of those we lead since they are motivated by their interests, not ours.

We will learn and practice how to make others feel understood, not just to understand them, and as opposed to imposing values on them, which promotes resistance and resentment. Making people feel understood leads people to feel more comfortable sharing their motivations. The deeper motivations they share, the more effectively you can motivate them on what matters to them, the more meaning, value, importance, and purpose they will feel in their work, and the more they will want to work with you again.

This unit also covers the hazards of relying on authority to lead, which can undermine more powerful existing motivations already in the people we lead.

The class reverses the order of Units 3 and 4 to apply Unit 4 to the final project.

The course will meet weekly in-person. Some exercises require solo work, others working with others. Each class session will have significant discussion on the experience of the exercises and how it applies to leadership. Students should be prepared to share their experiences to learn from each other.

Students will work on a final personal leadership project that applies what they learned in the course to a genuine leadership issue with people in their lives who matter to them.

**Course Learning Outcomes:**

Course objectives will be accomplished through a progression of exercises connecting to people and projects in your life that you care about, reflecting on your experiences, reading each other's reflections, and in-class discussions.

This course is intended to help students:

* Develop the skills, beliefs, and experiences of successful, effective leaders
* Develop mindfulness and self-awareness of perception, thought patterns, and emotions
* Create effective habits, getting useful advice from their community
* Develop and speak in their authentic voice
* Develop a model of the human emotional system and how to lead through people's existing internal motivations
* Make others feel comfortable sharing how they want to be led, then to lead them those ways, so they want you to lead them again
* To inspire others deliberately and with confidence
* To manage people once you've inspired them
* To support people effectively, to keep up their morale, effectiveness, and productivity through the task's finish

**Communication Policy:**

Email at js1550@nyu.edu is the best way to reach me outside of class, including to schedule office hours. I will post communications of general interest through NYU Classes.

**Course Expectations:**

Students must do each exercise, including its deliverables, and write their reflections on the online forum. I will describe specific deliverables for each class in class and with written descriptions.

Students must also do a final project consisting of choosing a leadership-related part of their life, applying what they learned from the class to take a leadership role, and report their experience in a personal essay or video.

Each week's deliverables and reflection will be due 24 hours before the next class to give students chances to read each other's reflections. For example, the reflection for week 1 (September 21) will be due September 27, 6:00pm. The final project's personal essay or video will be due the Monday after the last class session—that is, Monday, December 19.

Students are expected to attend all classes. Excused absences are granted in cases of documented serious illness, family emergency, religious observance, or civic obligation. In the case of religious observance or civic obligation, this should be reported in advance. Unexcused absences from sessions may have a negative impact on a student’s final grade. Students are responsible for assignments given during any absence.

Each unexcused absence may result in a student’s grade being lowered by a fraction of a grade (an A lowers to an A-, a B+ lowers to a B). A student who has three unexcused absences may earn a Fail grade.

The University Calendar Policy on Religious Holidays: <https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html>.

**Required and Recommended Material:**

*Harvard Business Review's 10 Must Reads On Leadership*, Harvard Business Review Press, 2011

(Note before buying the book that its content is available freely online with links in the syllabus).

**Assessment Strategy:**

Online reflection journal (40%): Writing leads you to think critically and clarify your thinking. Each student must write at least one journal entry per week of at least 250 words on their experience of the exercises, readings, or some other part of class. Since journals show both weekly results and semester-long development, each week I will note that each student posted on time and wrote meaningfully, with equal weight to each entry. At the end of the semester I will grade each student's journal overall, based on seeing that you

* Did the exercise
* Got the point of the exercise—that is, you didn't just go through the motions but faced and overcame the relevant challenge
* Reflected on your experience—that is, after doing the exercise, you thought about and processed your experience
* Presented your results clearly and effectively
* Posted on time

Long-term personal leadership project (40%): Each student will find part of their life that can benefit from the leadership skills they learn in this class and create a project to apply them. You know your life best, so you will create the project for yourself, though I'll have ideas you can fall back on if necessary. I will look for effort in the project and clarity of thought in the presentation.

Class participation (20%): Each student will experience each exercise differently and all can gain from learning each other's experiences. Leadership is fundamentally interactive. Attendance and in-class exercises are essential.

**NYUSPS Policies:**

“NYUSPS policies regarding the Family Educational Rights and Privacy Act (FERPA), Academic Integrity and Plagiarism, Students with Disabilities Statement, and Standards of Classroom Behavior among others can be found on the NYU Classes Academic Policies tab for all courses as well as on the University and NYUSPS websites. Every student is responsible for reading, understanding, and complying with all of these policies.”

The full list of policies can be found at the web links below:

* University: <http://www.nyu.edu/about/policies-guidelines-compliance.html>
* NYUSPS: <http://sps.nyu.edu/academics/academic-policies-and-procedures.html>

**School Grading Policies:**

[http://sps.nyu.edu/academics/academic-policies-and-procedures/graduate-academic-policies-and-procedures.html#Grades](http://sps.nyu.edu/academics/academic-policies-and-procedures/graduate-academic-policies-and-procedures.html%22%20%5Cl%20%22Grades)

# **Course Outline:**

## **Unit 1: Understanding Yourself**

### **Week 1: Introduction, inner monologue, and self-awareness**

September 21

#### In-class exercise

1. Introductions: who we are, what brought us here, our goals, etc. Knowing each other helps us learn from and teach each other.
2. Overview of the course, its goals, history, pedagogy, structure, etc.
3. Describe exercises for next week

#### Exercises for next week

1. Your identity to the class (about 1,000 words)
2. Three raisins exercise
3. Internal monologue exercise

#### Reading for next week

1. Watch [Mindfulness with Jon Kabat-Zinn](https://www.youtube.com/watch?v=3nwwKbM_vJc) (Optional: minutes 22-54 of the video in [Sam Harris on consciousness and internal monologue](http://joshuaspodek.com/video-sam-harris-consciousness-internal-monologue))
2. Read and watch videos in [The most effective self-awareness exercise I know of](http://joshuaspodek.com/effective-self-awareness-exercise), [Know your self talk, know yourself](http://joshuaspodek.com/talk), and [Some self-talk you’ll recognize, to improve your self-awareness](http://joshuaspodek.com/talk-youll-recognize-improve-awareness)
3. Read each other's profiles

### **Week 2: Beliefs and mental models**

September 28

#### In-class exercise

1. Review and discuss last week's exercises
2. Discuss inner monologue and self-awareness
3. Describe and practice exercises for next week
4. Discuss difference between beliefs and strategies

#### Exercise for next week

1. Write your beliefs exercise

#### Reading for next week

1. [*Discovering Your Authentic Leadership*](http://www.theleadershipedge.com/files/images/Articles/Discovering_Your_Authentic_Leadership.pdf), by Bill George, Peter Sims, Andrew N. McLean, and Diana Mayer in Harvard Business Review
2. Introduction and first chapters of *ReModel*, by Joshua Spodek (I will post on Classes)

### **Week 3: Challenging beliefs and others' beliefs**

October 5

#### In-class exercise

1. Review and discuss last week's exercise
2. Discuss beliefs, perception, and strategies
3. Describe and practice the exercise for next week

#### Exercise for next week

1. Write three sets of beliefs: society's, other individuals', and ones you don't like

## **Unit 2: Leading Yourself**

### **Week 4: Language, judgment, and getting useful advice**

October 5

#### In-class exercise

1. Review and discuss last week's exercise
2. Discuss others' beliefs, how they affect you, and how you respond to them.
3. Discuss beliefs that create un- or counterproductive motivations, the challenges of becoming aware of them, and what to do about them.
4. Describe and practice exercise for next week

#### Exercises for next week

1. No, But, However exercise
2. Feedforward exercise

#### Reading for next week

1. Marshall Goldsmith's [Leading](https://www.youtube.com/watch?v=3WBeGAAYWg8) and [feedforward](https://www.youtube.com/watch?v=tFX74GIxca4) videos and the documents [here](http://www.marshallgoldsmithlibrary.com/html/marshall/resources.html)
2. (Optional: Read the Marshall Goldsmith New Yorker article)

### **Week 5: Your authentic voice and avoiding imposing values on others**

October 12

#### In-class exercise

1. Review and discuss last week's exercises
2. Discuss judgment and the effects of imposing values on others
3. How to get and keep a mentor
4. Describe and practice the exercises for next week

#### Exercises for next week

1. Voicing your inner monologue exercise
2. Avoid judgmental language exercise

#### Reading for next week

1. [*Don't: The Secret of Self Control*](http://www.newyorker.com/magazine/2009/05/18/dont-2) by Jonah Lehrer in the New Yorker
2. Read and watch videos in [Communications skills exercises, part 10: voicing your self-talk](http://joshuaspodek.com/communications-skills-exercises), [Communications skills exercises, part 10a: examples of voicing your self-talk](http://joshuaspodek.com/communications-skills-exercises-2), and [Communications skills exercises, part 10b: another example of voicing your self-talk](http://joshuaspodek.com/communications-skills-exercises-3)

### **Week 6: Changing your beliefs, managing expectations**

October 19

#### In-class exercise

1. Review and discuss last week's exercises
2. Discuss problems with imposing values on others
3. Discuss value of speaking authentically
4. Describe SIDCHAs
5. Describe exercises for next week

#### Exercises for next week

1. New beliefs exercise
2. SIDCHA exercise

#### Reading for next week

Read the abstracts, introductions, and conclusions/discussions of the first four articles, skimming the middle parts.

1. [*The Heat of the Moment*](http://onlinelibrary.wiley.com/doi/10.1002/bdm.501/pdf) by Dan Ariely and George Loewenstein in Journal of Behavioral Decision Making, **19:** 87-98, 26 July 2005
2. Nordgren, L. F., Banas, K., & MacDonald, G. (2010). [*Empathy gaps for social pain: Why people underestimate the pain of social suffering*](http://psycnet.apa.org/journals/psp/100/1/120.pdf), 100, 120-128
3. Nordgren, L, van Harreveld, F, & van der Pligt, J (2009) [*The restraint bias: How the illusion of self-restraint promotes impulsive behavior*](http://homepages.se.edu/cvonbergen/files/2013/01/The-Restraint-Bias_How-the-Illusion-of-Self-Restraint-Promotes-Impulsive-Behavior.pdf). Psychological Science, 20, 1532
4. Boven, Leaf; George Loewenstein, David Dunning (2003). “*Mispredicting the endowment effect: underestimation of owners’ selling prices by buyer’s agents*”. Journal of Economic Behavior & Organization 51: 363
5. <https://en.wikipedia.org/wiki/Empathy_gap>
6. [What you’re thinking](http://joshuaspodek.com/youre-thinking) and [Know your self-talk, know yourself, part 2](http://joshuaspodek.com/talk-part-2)
7. [The Self-Imposed Daily Challenging Healthy Activity (SIDCHA) series](http://joshuaspodek.com/js_blogseries/self-imposed-daily-challenging-healthy-activity-sidcha-series)

### **Week 7: Changing challenging beliefs and Ethics**

October 26

#### In-class exercise

1. Review and discuss last weeks' exercises
2. Giving Voice to Values exercise on ethics and discussion
3. Discuss empathy gaps
4. Describe exercise for next week

#### Exercise for next week

1. Harder new beliefs exercise

#### Reading for next week

1. [*A Neurology of Belief*](http://onlinelibrary.wiley.com/doi/10.1002/ana.21378/pdf) by Oliver Sacks, in Annals of Neurology , Vol 63 , No 2 , Feb 2008
2. Watch [*Richard Dawkins on Altruism and The Selfish Gene*](https://www.youtube.com/watch?v=n8C-ntwUpzM)
3. Skim: Axelrod, R. & Hamilton, W. [*The evolution of cooperation*](http://www-personal.umich.edu/~axe/research/Axelrod%20and%20Hamilton%20EC%201981.pdf) Science 211, 1390 (1981)
4. [*Why Students Love Evolutionary Psychology ... and How to Teach*](http://homepage.psy.utexas.edu/HomePage/Group/BussLAB/pdffiles/why%20students%20love%20evolutionary%20psychology%20and%20how%20to%20teach%20it.pdf) It by David Buss (Optional: watch [Why Students Love Evolutionary Psychology . . . and How to Teach It](https://www.youtube.com/watch?v=Y7fMzMgpFFU))

## **Unit 4: Leading Others**

### **Week 8: Creating meaningful connections**

November 2

#### In-class exercise

1. Review and discuss last week's exercise
2. Meaningful Connection in-class exercise
3. Describe next week's exercise
4. Describe final project

#### Exercises for next week

1. Do the Meaningful Connection exercise at least once per day
2. Choose area for your final project and post it in your reflections

#### Reading for next week

1. [Why Should Anyone Be Led by You?](http://www.lesaffaires.com/uploads/references/743_why-should-anyone-be-led-by-you_Goffee_Jones.pdf), by Robert Goffee and Gareth Jones in Harvard Business Review

### **Week 9: Making them feel understood, evoking their passions**

November 9

#### In-class exercise

1. Review and discuss last week's exercise, including describing your project
2. Make Them Feel Understood in-class exercise
3. Describe next week's exercise

#### Exercise for next week

1. Do the Make People Feel Understood exercise at least once per day, including in the area for your final project

#### Reading for next week

1. [Crucibles of Leadership](http://jakehuber.files.wordpress.com/2013/01/6-crucibles-of-leadership.pdf), by Warren G. Bennis and Robert J. Thomas in Harvard Business Review
2. [What Leaders Really Do](http://www.medicalpracticemanagement.com.au/files/docs/mpm/mod-1a/frmod1a.1kotterwhatmanagersreallydo.pdf), by John P. Kotter in Harvard Business Review

### **Week 10: Connecting their passion to your task**

November 16 (note next week is Thanksgiving)

#### In-class exercise

1. Review and discuss last week's exercise including updating the class on your project
2. Connect Their Passion to Your Task in-class exercise
3. Describe and practice next week's exercise

#### Exercises for next week

1. Do the Connect Their Passion to Your Task exercise at least three times, including with people in the area of your final project

#### Reading for next week

1. [What Makes an Effective Executive](http://harconllc.com/wordpress/wp-content/uploads/2012/12/HCLLC_Harvard_Business_Review_Effective_Executive.pdf) , by Peter Drucker in Harvard Business Review
2. [In Praise of the Incomplete Leader](http://www.lifechallengeprogram.org/praise.pdf) , by Deborah Ancona, Thomas W. Malone, Wanda J. Orlikowski, and Peter M. Senge in Harvard Business Review

## **Unit 3: Understanding Others**

### **Week 11: Support and Models for leadership and emotions**

November 16

#### In-class exercise

1. Review and discuss last week's exercise including updating the class on your project
2. Supporting and Leading Others Comprehensively in-class exercise
3. Discuss beliefs, emotions, and leadership
4. Describe exercises for next week

#### Exercises for next week

1. Supporting others exercise
2. Your model for leadership exercise
3. Your model for emotions exercise

#### Reading for next week

1. Brooks, A.W. "[Get Excited: Reappraising Pre-Performance Anxiety as Excitement](http://www.hbs.edu/faculty/Pages/download.aspx?name=xge-a0035325 (2).pdf)." Journal of Experimental Psychology: General 143, no. 3 (June 2014): 1144–1158.

### **Week 12: Understanding what to change**

November 30

#### In-class exercise

1. Review and discuss last week's exercises including updating the class on your project
2. Describe mental models and strategies
3. Describe The Model
4. Describe and practice exercise for next week

#### Exercise for next week

1. Describe two situations you want to change about yourself in terms of The Model—that is, their environments, beliefs, emotions, behaviors, and rewards
2. Draft paper or video due for final project next week

#### Reading for next week

1. [The Model—the series](http://spodekacademy.com/bookcourse-videos)
2. [What Makes A Leader](http://www.zurichna.com/internet/zna/SiteCollectionDocuments/en/media/FINAL%20HBR%20what%20makes%20a%20leader.pdf), by Daniel Goleman in Harvard Business Review

### **Week 13: Transforming what you want to change**

December 7

#### In-class exercise

1. Review and discuss last week's exercise
2. Describe The Method
3. Create a strategy based on The Method to transform a situation from your exercise
4. Describe and practice the exercise for next week

#### Exercise for next week

1. Use The Method to transform one of the situations from last week's exercises

#### Reading for next week

1. [The Method—the series](http://spodekacademy.com/bookcourse-videos)
2. [Making Leadership Happen](http://www.ccl.org/leadership/pdf/research/MakingLeadershipHappen.pdf), by Cynthia McCauley at the Center for Creative Leadership
3. Chapter 3, The Relational Leadership Model, by Susan Komives in Exploring Leadership (to be distributed)

### **Week 14: Transforming a more challenging situation and Course review**

December 14

#### In-class exercise

1. Review and discuss last week's exercise including updating the class on your project
2. Create a strategy based on The Method to transform a more challenging situation
3. Course review

#### Final exercises

1. Your revised identity to the class: write about yourself for your classmates to know you after this course
2. Final project paper or video due May 9
3. (Optional) Use The Method to transform one of the situations from last week's exercise

#### Final reading

1. [Seven Transformations of Leadership](http://aliainstitute.org/wp-content/uploads/2012/12/seven-transformations-of-leadership.pdf), by David Rooke and William R. Torbert in Harvard Business Review

# **Joshua Spodek, PhD MBA**

Joshua Spodek earned such praise as “Best and Brightest” (Esquire Magazine’s Genius Issue), “Astrophysicist turned new media whiz” (NBC), and “Rocket Scientist” (Forbes Magazine and ABC News) with success in such diverse fields as science, invention, entrepreneurship, art, leadership, coaching, and education.

A Professor at NYU, he holds five Ivy-League degrees, including a PhD in Astrophysics and an MBA, both from Columbia University, where he studied under a Nobel Laureate. He helped build an X-ray observational satellite orbiting the Earth as part of a multi-billion-dollar decade-plus mission led by the European Space Agency with NASA. He left academia to co-found a venture, Submedia, to bring to market his invention—a technology to show motion-pictures to subway riders moving between stations—starting the field of commercial in-tunnel motion-pictures. Submedia has grown worldwide to install dozens of displays in the Americas, Europe, Asia, and Australia. He holds six patents. He co-founded and helped lead several education ventures, including partnering with New York City Public Schools. He has taught art at Parsons the New School for Design and NYU-Tisch’s Interactive Telecommunications Program (ITP).

Fascinated and surprised at how well business schools taught leadership, which he had previously thought unteachable, he studied it, soon becoming a leadership and executive coach for Columbia Business School’s Program on Social Intelligence (and to private coaching clients). He leads seminars in Leadership, Creativity, Sales, Strategy, and Motivation at institutions including Columbia Business School, Harvard, NYU-Stern School of Business, INSEAD Singapore, the New York Academy of Science, and in private corporations. As one of few people in the world to have visited North Korea twice, he has lectured on North Korean strategy at Columbia University and in South Korea and China. He wrote a book on North Korean strategy reviewed as “a very thought-provoking read that may totally change how you interpret the country.”

His coaching clients include start-up founders as well as employees of McKinsey, Bain, BCG, Deloitte, Ernst & Young, A.T. Kearney, UBS, Bear Stearns, JP Morgan Chase, Morgan Stanley, Deutsche Bank, Citigroup, American Express, Lazard Freres, Blackrock, the Cowen Group, ValueAct, Investec, DE Shaw, Stifel Nicolaus, the International Monetary Fund, Johns Hopkins Carey Business School, Google, Yahoo!, Yelp, Sony, IBM, Oracle, Honda, Carnegie Hall, Skidmore Owings & Merrill, Lionsgate, the William Morris Agency, the Creative Artists Agency, Time Magazine, CBS, Universal McCann, Proctor & Gamble, ExxonMobil, Lockheed-Martin, FIFA World Cup Organizing Committee, the U.S. Department of the Treasury, the U.S. Navy, the U.S. Army, and others.

His clients include graduates of Columbia, Harvard, MIT, Stanford, Cornell, Princeton, Duke, Dartmouth, University of Pennsylvania, University of Chicago, Indian Institute of Technology, University of Michigan, Northwestern, Tufts, Vassar, Amherst, NYU, the U.S. Naval Academy, and others.

He has been quoted and profiled by ABC, CBS, NBC, NPR, Fox, UPN, NY1, CNN, CNN-International, WNYC, The New York Times, The Wall Street Journal, USAToday, The Washington Post, The Philadelphia Inquirer, The Chicago Sun-Times, The Atlanta Journal-Constitution, The New York Observer, The New York Daily News, The New York Post, Newsweek, Forbes Magazine, Worth Magazine, Esquire Magazine, The Guardian, Nikkei Shimbun, Tokyo-1, The South China Morning Post, The Taipei Times, The Village Voice, Artlog, PSFK, Metropolis Magazine, Salon.com, Gothamist, Slashdot, Artlog, The Architectural League of New York, and more.

As an artist he has shown large public art installations in New York City’s Bryant Park and Union Square and Amsterdam’s Dam Square. He has had solo shows in New York City, group shows across the country, and has shown in museums, Art Basel Miami Beach, MTV, and more.

His work won an Obie Award for Design Excellence and reached the semifinals in the Adobe Design Achievement Awards.

He finished six marathons and counting (3:51 best), competed at the World and National level of Ultimate Frisbee (with teams ranked #5 at College Nationals, #8 at Club Nationals, and #11 at Worlds), including captaining his college team as well as playing at the first Ultimate Tournament in Pyongyang, North Korea. For fun he swam across the Hudson River and has jumped out of two airplanes. He has visited 26 countries in six continents, including years in Paris, Ahmedabad (India), and Shanghai. He lives in New York City’s Greenwich Village and blogs daily at [www.joshuaspodek.com](http://www.joshuaspodek.com/).