NEW YORK UNIVERSITY
SYLLABUS
(version 01/23/2018)

Course Title: Executive MPA Seminar: Leadership
Course Number: EXEC-GP.3190 Section 1
Credits: 4.5
Professor: Michael Koehler
Contact Information: Michael.Koehler@nyu.edu
Semester: Spring, 2018
Dates: In-person sessions on the following Saturdays:

    February 3
    February 17
    March 17
    March 31
    April 14
    April 28
    May 5
    May 12

Time: The class runs from 2:30-6:25pm – please arrive just a few minutes early

Location: 194 Mercer Room 301

Office Hours: by appointment before/after class or via phone/zoom.

DESCRIPTION:
This course is designed to create an “action-learning” community in which you will integrate your professional experience, this class and other graduate course work, with a final exploration of leadership concepts, theory and applied practice. The course is also designed to strengthen your ability to lead, including as a colleague who can support leadership behavior in peers, and as one who can promote leadership behavior in supervisors and subordinates.

Specifically, as a result of your work in this course, you are expected to become:
• conversant with theoretical concepts and assumptions about leadership and leadership behavior;
• a better navigator of the internal and external factors influencing successful leading;
• deft in consulting with others, and receiving and providing constructive feedback;
• able to synthesize and apply leadership theory
• more insightful about personal leadership competencies, strategies, paradoxes and challenges. Growing out of this increased awareness, you will leave the class with an action plan for continued development of your personal leadership capabilities.

This is an academic seminar with a significant component of experiential learning. The class will be managed as a learning community including both participants and the professor.

To succeed in this course, you will:
• Read all assigned materials in advance of each class;
• Attend all sessions of class;
• Conduct a 360° survey on your leadership including both self-reported data and data from others;
• Reflect on your own transformational journey and write a paper about it

This is a 4.5 credit course and due to the highly experiential nature of our classroom work together, you are expected to attend ALL class sessions. Clearly, emergencies occur. Therefore, if you know that you have obligations that preclude attending all class sessions, or if you believe you MAY have such obligations emerge over the course of the semester, please think carefully before proceeding.

REQUIRED MATERIALS
• Viktor Frankl (2006), Man’s Search for Meaning.
• Kegan, R / Lahey, L. (2009): Immunity to Change. How to overcome it and unlock the potential in yourself and your organization.

All required readings assigned for each class are listed below.

HBR articles can be accessed via the HBR website - where you can purchase them for a small fee. Other materials can be found on NYU classes.

GRADING AND ASSIGNMENTS:
You will have the opportunity to demonstrate your mastery of course material in a variety of ways, some verbal and some written. The writing assignments for this course vary in scope. Some writing assignments are as short as a page or two, while others are more substantial as outlined below. Your total grade will be made up of the following percentages:
• 30% class participation (including facilitation of a reading discussion)
• 20% Annotated Bibliography
• 20% Leadership Challenge Paper
• 30% Final Paper
30% class participation –
People have different styles of learning and interacting. To maximize our mutual learning, please:
• Come to class prepared and oriented to the topic at hand
• Ask questions of real inquiry – what are you deeply curious about with regard to the concepts being discussed?
• Expand your conceptual reach by understanding the material through application to your own leadership challenge
• Communicate ideas – good questions demonstrate higher levels of mastery than assertions
• Communicate your feelings
• Offer and seek information
• Encourage the contributions of others
• Don’t withdraw; alternately, don’t dominate
• Try to enjoy through serious play
• Experiment and go beyond your zone of comfort and expertise

In addition to you showing up in an active and supportive manner in the class you will be asked to facilitate a discussion on the reading for one of the classes together with one or two other students. You will be assigned to a particular class and asked to co-lead 15 mins of discussion with your fellow students. In advance of the class you should think about 2-3 of the most critical questions you would like to discuss with your peers. You should pose these questions to the group and facilitate an inclusive discussion around them. Please send round 2-3 discussion questions in advance.

20% Annotated bibliography of required readings and survey assignments
For each class, prepare and turn in a soft copy of your annotated bibliography for the assigned readings. All readings should be annotated.

Annotated descriptions of articles should be succinct and very concentrated. The following questions may assist in preparing your approximately five sentence write-up of each article:
• What, in general, is the main concept in the material?
• What new concepts and distinctions are important in this material?
• What common words does this author use that are essential but have an unusual or special meaning?
• What concepts are not clearly defined?
• How does this material clarify, support or contradict other articles and knowledge? How does it challenge the assumptions that you hold?

Finally, each annotation must include one sentence that addresses this final question:
How does this article relate to YOUR leadership challenge?

20% Leadership Challenge Paper: (3-5 pages): Submit a written description of a leadership challenge you face in your work. This should be a first-person (i.e. you are a prime actor in the situation), current, serious and potentially changeable challenge that you are facing. It can be in your workplace, a volunteer organization, or other association, but should not be a challenge you face in your family unless you work in a family-based business. Your paper should be written with a mindset of accountability (we will talk about this in class) - focus on what you can influence, not on the problems others are creating.
30% Final paper
Write a substantial and critical reflection on your learning during this course. Use data and insights from your 360° Feedback and key issues addressed in the course that are important to you as your point of departure. You should also reference any critical learning moments that provided a “breakthrough” insight. Cite course readings and discussions that informed your learning. Explain how you may (or already have begun to) behave differently because of this new knowledge or skill. Writing this will be easiest if you keep a journal or notes throughout the course.

COURSE ACTIVITIES BY SESSION

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<th>Topic</th>
<th>Goals</th>
<th>Reading</th>
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| 1  | Feb 3  | Introduction        | • Introduction of students and orientation to action-learning course approach  
• Review syllabus, expectations and philosophy  
• Start group learning process  
• Discussion of different leadership styles  
• Exploration of own leadership styles | • True North Groups (p. 1-42, 65-104, 139-140)  
• Drucker, Peter. Managing Oneself. HBR  
• Goleman, D. (2000). Leadership that Gets Results. HBR  
• Maccoby, M. (2004). Why People Follow the Leader. HBR | Bibliography       |
| 2  | Feb 17 | Managing Emotions   | • Learn about the effect of negative emotions on leadership and teams  
• Practice techniques on how to become better at managing our own emotions  
• Understand the role of emotions and loss under conditions of change and crisis | • Conscious Business (Ch. 8)  
• Argyris, C. (1991): Teaching Smart People How to Learn. HBR  
• Heifetz, R / Grashow, A & Linsky, M: Leadership in a (Permanent) Crisis. HBR | Bibliography       |
<p>| 3  | March 17 | 360 Degree Feedback | • Receive and process 360° feedback in the context of overall course material | • Anderson, R. (2004). Mastering Leadership (white paper) | Bibliography     |</p>
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<tr>
<th>Day</th>
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<th>Topic</th>
<th>Key Points</th>
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| 4   | March 31 | Leadership Development as Adult Development | • Understand Leadership Development from an Adult Development perspective  
• Understand how meaning making influences the practice of leadership  
• Deepen the learning around people’s immunity to change - and the role of coaching | • Kegan, R / Lahey, L. (2009): Immunity to Change, p 11-60  
| 5   | April 14 | Values, Purpose & Priorities | • Learn about and practice skills around role of purpose in exercising leadership  
• Assess how our values and purpose relate to our behavior and performance | • Ibarra, H. (2002). How to stay stuck in the wrong career. HBR  
• Conscious Business (ch. 3)  
• Men’s search for meaning (whole book) |
| 6   | April 28 | Listening and Leadership Presence | • Learn how to practice leadership presence and apply it in business settings  
• Learn and practice deeper modes of listening and understand why they matter | • Hougard, R. (2017). If You Aspire to Be a Great Leader, Be Present. HBR  
| 7   | May 5 | Systems Thinking | • Learn and practice systemic questioning and hypothesis building  
• Learn and deepen skills on how to diagnose a leadership challenge systemically | • Koenigswieser, R. & Hillebrand, M. (2005). Systemic Consultancy in Organisations (ch. 2 & 3) |
| 8   | May 12 | Staying Alive and Moving Forward | • Learn about the dangers of leadership - and how to lower the risk of marginalisation or burn out  
• Reflect on and deepen core learning and growth | • Heifetz / Linksy (2002): Leadership on the Line. Chapters 8, 9 |