

EMPA Seminar: Leadership Confronted Spring 2024

(Updated 1/17/24)

**Course Title:** Executive MPA Seminar: Leadership Confronted

**Course Number:** EXEC-GP.3190.001

### Credits: 3

**Professor:** Renay Loper, MS (She/Her) **Contact Information:** [renayloper@nyu.edu](mailto:renayloper@nyu.edu) **Time:** Saturdays, 2:45PM – 7:15PM

**Dates:** 1/27, 2/10, 2/24, 3/19, 3/30, 4/13, 4/27, 5/5

**Room:** Bobst LL.151

# COURSE DESCRIPTION

This course is designed to create an “action-learning” community in which you will integrate your professional experience, graduate course work, while exploring leadership concepts, theory and applied practice. The course will enable you to understand your personal motivations and their influence on you as a leader - in relationship to yourself, others, and systems. Using a personal mastery approach, you will critically engage the course’s arc which explores (1) leading self (2) leading people and (3) leading through systems, networks, and coalitions. We will investigate concepts such as voicing values, emotional intelligence, personal justice, resilience, inclusive leadership, and leading in times of volatility and crises.

## Learning Objectives

At the end of the course, students will:

* be more conversant with theoretical concepts and assumptions about the practice of leadership, including inclusive leadership, and leadership behaviors;
* be better able navigate the internal and external factors influencing their practice of leadership;
* be more equipped to facilitate and navigate diverse groups toward a shared desired outcome;
* be deft in consulting with others and receiving and providing constructive feedback;
* be more insightful about personal leadership competencies, strategies, paradoxes and challenges.

Throughout this course, you will be expected to:

* **examine** your individual leadership attributes through a personal journey that explores concepts such as world view, vision, mission, and values
* **participate** in individual and group activities and assignments that focus on better understanding and assessing your individual strengths and challenges, and personal leadership style
* **engage** with leaders, case studies and real-world scenarios that illustrate leadership responses and models in a variety of contexts including business, community-based organizations, religion, pop culture as well as local, national and international political settings, towards the goal of supporting the case for new and unique leadership models that ensure a sustainable and flourishing future.

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.

This is a 3-credit course and due to the highly experiential nature of our classroom work together, you are expected to attend **ALL** class sessions. Absences for reasons other than medical and/or other emergencies will impact your grade.

# COURSE MATERIALS

The following course materials include books, articles, videos and other online resources to purchase or secure before the start of the course. *Additional media and articles may be provided throughout the course*.

## BOOKS

* brown, adrienne maree. **Holding Change: The Way of Emergent Strategy Facilitation and Mediation.** AK Press (2021)
* Gentile, Mary C. **Giving Voice to Values: How to Speak Your Mind When You Know What’s Right.** Yale University Press (2010)
* Harris, Farrah. **The Color of Emotional Intelligence: Elevating Our Self and Social Awareness to Address Inequities**, Ignite Press (2023)

## MEDIA

* Brown, Brene. **The Power of Vulnerability.** TED. (20 mins)
* Bradberry, Travis. **The Power of Emotional Intelligence**. TED. (19:12 mins)
* Mason, Annah, McGhee, Rhonda. **Social Change Starts with Personal Justice**. (Article + 57 mins interview)
* **Purl.** Pixar Sparkshorts. (8 mins)

## ARTICLES/CASES

* Ellinger, Eleunthia Wong, Gregory, Robert Wayne, Kaganer, Evgeny. (2020).”**Transforming Government Through Holacracy**”. HPB\*
* Ethan S. Bernstein, John Bunch, Niko Canner, Michael Lee. (2016) “**Beyond the Holacracy Hype**”. HBP.
* Kellie A. McElhaney; Genevieve Smith, Margi Goelz. (2019). “**Promoting a Culture of Equity in the #MeToo Era: Moving Beyond Responding to Gender-Related Workplace Issues to Tackling Root Causes**”. HBP \*
* Roberts, Laura Morgan. “**Where Does DEI Go from Here?**” *Harvard Business Review*, September 14, 2023. HBR\*\*
* Tsedale. Melaku, Angie Beeman, David Smith, W. Brad Johnson. (2020). “**Manage Yourself: Be a Better Ally**.” HBP\*

*\*HBP = Harvard Business Publishing Education*

*\*\*HBR = Harvard Business Review*

OPTIONAL MATERIALS

* George, Bill & Baker, Doug (2011). **True North Groups: A Powerful Path to Personal and Leadership Development.** Berrett-Koehler Publishers, Inc. (2011)
* Hacker, Ramona. **6 Steps to Improve Your Emotional Intelligence**. TEDxTUM. (17 mins)

# ASSIGNMENTS AND EVALUATION

You will have the opportunity to demonstrate your mastery of course material in a variety of ways, some according to your choice, and some verbal and/or written. Your total grade is comprised of the following:

* + Class Participation 30% [**All students**]
  + Student-led Facilitation 20% [**All students**]
  + Semester-long Project Leadership Challenge 50% [**Students who select Option A**]
    - Concept Paper 10%
    - Action + Reflective Analysis 30%
    - Final Presentation 10%
  + Leadership Analysis 50% [**Students who select Option B]**
    - Concept Paper 10%
    - Expert Interviews + Analysis 30%
    - Final Presentation 10%

## Class Participation (30%)

People have different styles of learning and interacting. Class participation will be evaluated taking a variety of factors into consideration including contributions to class discussions (large and small group), demonstrated application of the material and topics of discussion to one’s practice of leadership, and contributions on discussion boards (see details below).

By the **Wednesday night before each class** (11:59pm), through Brightspace discussion boards, post a short reaction for each assigned reading/viewing. Reactions should be succinct and very concentrated. **Additional details will be provided.**

## Student-led Facilitation (20%)

In small groups, students will lead a brief discussion based on the assigned topic and reading/viewing. Students are strongly encouraged to include an application of the topic/reading/viewing material through their work, current events, and the introduction of new material/media (in support of, in opposition of, or that delves deeper). Facilitations should be no less than 45-minutes. **The rubric and additional details will be provided.**

## Option A: Semester-long Leadership Challenge (50%)

Students who chose this option will identify a personal leadership challenge they would like to confront, and could use this course as the basis of their examination and practice. The assignment has 3 parts (see below). **Full assignment details and rubric will be shared.**

* **Concept Paper** (10%): Submit a 1 to 2-page written description of the leadership challenge you face in your work - it can be in your workplace, a volunteer organization, or other association, but should not be a challenge you face in your family (including family business). You will analyze, what is it within you that is creating that challenge (in other words, what beliefs, behaviors, or habits are you carrying that make this a challenge for you). Your paper should be focused on the internal rather the external. Also include how would you like to leverage this class toward addressing this challenge.
* **Action + Reflective Analysis** (30%): Throughout the course, you will actively work to address the identified leadership challenge. You will seek support and feedback from the professor, coaches, and your True North Group. Building from your Concept Paper - write a substantial and critical reflection on the approach and steps you took to address the identified leadership challenge. You should reference critical learning moments that provided a “breakthrough” insight. Cite course readings, resources, and discussions that informed your learning. Explain how you 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.** Include the feedback you received on your Concept Paper and throughout the class.
* **Final Presentation** (10%): In a brief presentation, share your leadership journey including the challenge you worked on throughout the semester, how you applied the course concepts (including tools and theories) to address the challenge, and what the outcomes were (to date).

## Option B: Leadership Analysis (50%)

Students who chose this option will identify **three leaders** they would like to engage with and learn from (ideally those not currently in their immediate networks), facilitate an interview, and prepare an analysis applying their learnings to their own leadership development and trajectory. (*This option may be ideal for career switchers, or those looking to grow or build relationships in an organization or industry*). The assignment has 3 parts (see below). **Full assignment details and rubric will be shared.**

* **Concept Paper** (10%): Submit a 1 to 2-page written summary of the profile of the leaders you would like to speak with and learn from (industry, roles, geography, etc.) and why; what you hope to confront in yourself (or learn about yourself) through this

assignment; and what skills you hope to strengthen through this assignment (for example oral communication, networking, engaging in high-stakes conversations, etc.)

* **Expert Interviews + Analysis** (30%): Conduct at least three interviews with leaders you have identified, and submit a final analysis (can be written paper or slide format). The analysis should include information such as (not limited to): general information about the leader; the leadership styles they embrace and practice; how they have navigated their leadership journey (including through challenge or crises); their perspective of inclusive leadership; and critical turning points that caused them to confront their leadership. The analysis should also include your learnings and how you can apply them to your leadership journey.
* **Final Presentation** (10%): In a brief presentation, share about the leaders you interviewed, what you learned from them, what you learned about yourself, the skills you practiced and strengthened, and how this practice will inform your leadership moving forward.

**COURSE ACTIVITIES BY SESSION**

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| **Date** | **Topic** | **Objectives** | **Assignments + Reading Due** |
| Jan 27 | Introduction  Purpose and Values  *[Leading Self]* | Introduction to course  Begin self-discovery process and articulation of purpose, vision, values | **Read:**   * Giving Voice to Values (GVV): Preface, Chapter 2: Values: What They Are and What They Are Not, and Chapter 6: Playing to My Strengths: Self Knowledge, Self-Image and Alignment   *Optional:*   * *GVV: Chapter 5: What Am I Working For?* |
| Feb 10 | Emotional Intelligence  *[Leading Self]* | Exploration of self, internal and external influences on our view of self and our leadership  Explore tenets of EQ | **Due:**   * **Discussion Board Post - Feb 7**   **Read:**   * True North Groups excerpt (PDF to be provided) * The Color of EQ (chapters TBA)   **Watch:**   * The Power of Vulnerability, Brene Brown * The Power of Emotional Intelligence, Travis Bradberry   *Optional Read/Watch:*   * *6 Steps to Improve EQ, Ramona Hacker* |
| Feb 24  *Student-led Facilitation* | Emotional Intelligence, Inclusive Leadership +  Facilitation | Understand view of self and leadership in relation to others | **Due:**   * **Concept Paper** (Option A & B) * **Discussion Board Post, due Feb 21** |

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| **Date** | **Topic** | **Objectives** | **Assignments + Reading Due** |
|  | *[Leading Self + Leading People]* | Learn about inclusive facilitation  Learn about fostering an inclusive work environment | **Read:**   * Holding Change: Opening (p.5), Facilitation as Experiments in Culture Creation (p.50), What Is and Isn’t Facilitation (p.95) * Where Does DEI Go From Here? (HBR) |
| Mar 9  *Student-led Facilitation* | Inclusive Leadership *(continued)*  *[Leading Self + Leading People]* | Explore concepts of power, equity, belonging  Explore self-accountability to actions which promote equity and trust-building | **Discussion Board Post, due March 6**  **Read:**   * Promoting A Culture of Equity in the #metoo Era (HBP) * Manage Yourself: Be A Better Ally (HBP) * GVV: Chapter 3: The Tale of Two Stories   **Watch:**   * PURL Video |
| Mar 30  *Student-led Facilitation* | Resilience and Practicing Presence  *[Leading Self + Leading through Systems, Networks, and Coalitions]* | Explore what it means to be resilient  Explore strategies for mindfulness and the significance of self-care for leaders | **Discussion Board Post, due March 27**  **Read:**   * Holding Change: Boundaries Can Be Love (p.47), and To Give Your Hands Freedom, First Give Them to Grief (p.64) * GVV: Chapter 7: Finding My Voice and Chapter 8: Reasons and Rationalizations   **Watch:**   * Social Change Starts with Personal Justice: Rhonda Magee on the Role of Self-care in Movement Building |
| April 13  *Student-led Facilitation* | Community Leadership  *[Leading Self + Leading through Systems, Networks, and Coalitions]* | Explore community, network, and coalition building  Explore leading in and through different systems  Explore holacracy | **Discussion Board Post, due April 10**  **Read:**   * Beyond the Holacracy Hype * Transforming Government Through Holacracy (HBP) * Additional reading TBA |
| Apr 27  *Student-led Facilitation* | Leading in a VUCA World  *[Leading through Systems, Networks, and*  *Coalitions]* | Explore approaches to navigating tensions in times of change, crises, volatility, uncertainty, complexity, and ambiguity | **Due:**   * **Final Paper Analysis** (Option A & B) * **Discussion Board Post, due April 24**   **Read:**   * TBA |

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| **Date** | **Topic** | **Objectives** | **Assignments + Reading Due** |
| May 4 | Leading Today and Tomorrow | Tying all concepts together | **Due:**   * **Final Presentations** (Option A & B)   **Read:**   * **TBA** |
|  | *Leading Self + Leading People+ Leading through Systems,*  *Networks, and Coalitions* | Reflect on and deepen core learning and growth  Peer feedback |

# BRIGHTSPACE

All announcements, resources, and assignments will be delivered through the NYU Classes site. Assignments, due dates, and other aspects of the course may be modified as we go through the term with advance notice provided as soon as possible through the course website.

# ACADEMIC INTEGRITY

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner’s Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

# HENRY AND LUCY MOSES CENTER FOR STUDENTS WITH DISABILITIES

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

# NYU’s CALENDAR POLICY ON RELIGIOUS HOLIDAYS

NYU’s Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

# NYU’s WELLNESS EXCHANGE

NYU’s Wellness Exchange has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.