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# **EXEC-GP.3190 EMPA Seminar: Leadership Confronted**

# **Spring 2021**

## Instructor Information

* **Instructor name:** Simone Morris
* **Email:** Simone.Morris@nyu.edu
* **Office Hours:** by appointment before/after class or via phone or zoom. Sign up using this [link](https://simonemorrisenterprisesllc.hbportal.co/schedule/5ffb20b764fca03a272df9f1).

## Course Information

* Class Meeting Times: The class runs from 2:30-7:00pm – please arrive a few minutes early. Please note there is a 20-minute break provided for each session. Class sessions will be held on the following Saturdays in Spring 2021:
* January 30
* February 13
* February 27
* March 13
* April 3
* April 17
* May 1
* May 15
* Class Location: Online via Zoom

## Course Prerequisites

* EXEC-GP 1194

## Course 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.

## Course and Learning Objectives

Specifically, as a result of your work in this course, you are expected to become:

1. conversant with theoretical concepts and assumptions about the practice of leadership.
2. a better navigator of the internal and external factors influencing your practice of leadership.
3. deft in consulting with others and receiving and providing constructive feedback.
4. able to synthesize and apply leadership theory
5. 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.
* 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. Absences for reasons other than medical emergencies will impact on your participation grade.

### Learning Assessment Table

| **Graded Assignment** | **Course Objective Covered** |
| --- | --- |
| Reading Summaries | #1, #4 |
| Leadership Challenge Paper | #1, #2, #3, #4, #5, |
| Final Paper | #1, #2, #3, #4, #5, |

## Required Materials

* George, Bill & Baker, Doug (2011). True North Groups: A Powerful Path to Personal and Leadership Development.
* Dethmer, Jim, Chapman, Diana & Warner Klemp, Kaley (2014). The 15 Commitments of Conscious Leadership.
* Barsh, Joanna & Cranston, Susie (2009). How Remarkable Women Lead.
* Brown, Jennifer, (2019). How To Be An Inclusive Leader: Your Role in Creating Cultures of Belonging Where Everyone Can Thrive.
* HBR articles can be found for purchase on the [Harvard Business Publishing website.](https://hbsp.harvard.edu/import/700212) (Harvard also provides 3 free articles per month if you want to do it that way)

## Assessment Assignments and Evaluation

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:

* Class Participation, 30%
* Reading Summaries, 20%
* Leadership Challenge Paper, 20%
* Final Paper, 30%

**Class Participation (30%):** 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
* Show public learning and question your own assumptions
* Offer and seek information
* Encourage the contributions of others, support the learning 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
* Assess your own progress and give feedback to others

You will be asked to fill out a self-assessment form at the end of each session to track your own progress in the class.

**20% Reading summaries**

For each class, prepare and turn in a soft copy of a short summary for each assigned readings.

Summaries of articles should be succinct and very concentrated. The following questions may assist in preparing your approximately five sentence written summary of each article:

* What, in general, is the main idea in the material?
* What new concepts and distinctions are important in this material?

**Leadership Challenge Paper (20%):** 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 - focus on what you can influence, not on the problems others are creating.

**Final Paper (30%):** Building from your Leadership Challenge Paper - Write a substantial and critical reflection on your learning during this course. Use 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. Include the feedback you received on your Leadership Challenge Paper.

## Letter Grades

Letter grades for the entire course will be assigned as follows:

| **Letter Grade** | **Points** |
| --- | --- |
| **A** | 4.0 points |
| **A-** | 3.7 points |
| **B+** | 3.3 points |
| **B** | 3.0 points |
| **B-** | 2.7 points |
| **C+** | 2.3 points |
| **C** | 2.0 points |
| **C-** | 1.7 points |
| **F** | 0.0 points |

### Student grades will be assigned according to the following criteria:

* (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
* (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
* (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
* (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectivesbut shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but student has not been thorough or has shown other weaknesses or limitations.
* (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
* (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
* (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

## Detailed Course Overview

| **#** | **Date** | **Topic** | **Goals** | **Reading (found on NYU Classes and HBR)** | **Assignment** |
| --- | --- | --- | --- | --- | --- |
| 1 | Jan 30 | Introduction | * Introduction of students and orientation to action-learning course approach * Review syllabus, expectations and philosophy * Start group learning process * Discuss inclusive leadership | * True North Groups (p. 1-42, 65-104, 139-140) * Goleman, D. (2000). Leadership that Gets Results. HBR * Brown, Jennifer (2019). How to Be An Inclusive Leader (p. ix-29) | * Reading Summary, due Feb 1 |
| 2 | Feb 13 | Systems Thinking | * Learn and practice systemic questioning and hypothesis building * Learn and deepen skills on how to diagnose a leadership challenge systemically * Distinguish between stakeholders and factions and review, deepen strategies of engaging a system | * Dean Williams: Leadership for a fractured world, Chapters 1, 2, 3 * Heifetz / Linsky (2002): Leadership on the Line, Chapter 4 | * Reading Summary, due Feb 11 |
| 3 | Feb 27 | Managing Emotions | * Distinguish between authority and leadership and how the relate to managing people’s emotions * Practice techniques on how to become better at managing our own emotions in the context of learning and development * Explore the role of emotions and loss under conditions of change, heat and crisis | * Argyris, C. (1991): Teaching Smart People How to Learn. HBR (Dancing with Discomfort). * Watch Brene Brown TED talk on [The Power of Vulnerability](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiH9ufp_JfuAhWvq1kKHdkAATcQyCkwAHoECAMQAw&url=https%3A%2F%2Fwww.ted.com%2Ftalks%2Fbrene_brown_the_power_of_vulnerability%3Flanguage%3Den&usg=AOvVaw01iRAil4bNo1WflIDNbyY-) * Heifetz / Linsky (2002): Leadership on the Line, Chapter 5 * Watch Dr. Travis Bradberry TED Talk on [The Power of Emotional Intelligence](https://www.youtube.com/watch?v=auXNnTmhHsk). | * Reading Summary, due Feb 25 |
| 4 | Mar 13 | Listening and Leadership Presence  *(Guest Speaker / Bridgett McGowen)* | * Learn how to practice leadership presence * Learn and practice deeper modes of listening and understand why they matter * Learn how to communicate effectively as a leader | * Hougard, R. (2017). If You Aspire to Be a Great Leader, Be Present. HBR * Pickert, K. (2014). The Mindful Revolution. Time * Kellerman, B. (2006). When Should a Leader Apologize—and When Not? | * Reading Summary, due Mar 11 * Leadership Challenge Paper, due Mar 11 |
| 5 | Apr 3 | Inclusive Leadership *(Guest Speaker: Joe Santana)* | * Learn the stages of the Inclusive Leader Continuum * Distinguish between self and role | * Brown, Jennifer. (2019). How To Be An Inclusive Leader: Your Role in Creating Cultures of Belonging Where Everyone Can Thrive (p 31-107) * Watch [PURL](https://www.youtube.com/watch?v=B6uuIHpFkuo) Video. * O’Brien, Timothy: “When Your Job Is Your Identity, Professional Failure Hurts More, HBR Blog, 2019 | * Reading Summary, due Apr 1 |
| 6 | Apr 17 | Leadership Development as Adult Development | * Understand Leadership Development from an Adult Development perspective * Understand how meaning 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 11-30 * Petrie, N. (2011). Future Trends in Leadership Development: A White Paper. Greensborough, North Carolina: Center for Creative Leadership * Berger, J. (2012): Changing on the Job. Developing Leaders for a complex world, p. 27-48. * Helsing, D. (2018), Psychological Approaches for Overturning an Immunity to Change in: Harvard Educational Review Vol. 88 No. 2, p. 184-208 | * Reading Summary, due Apr 15 |
| 7 | May 1 | 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 * Deepen your own understanding of your sense of purpose | * Ibarra, H. (2002). How to stay stuck in the wrong career. HBR * Conscious Business (ch. 3) * Barsh, Ch. 1-5 | * Reading Summary, due Apr 29 |
| 8 | May 15 | Staying Alive and Moving Forward | * Learn about the dangers of leadership - and how to lower the risk of marginalization or burn out * Reflect on and deepen core learning and growth | * Heifetz / Linsky (2002): Leadership on the Line. Chapters 9, 10, 11 * Dean Williams: Leadership for a fractured world, Chapter 8 * Rock, D., & Schwartz, J. (2006). The Neuroscience of Leadership, Strategy + Business (https://www.strategy-business.com/article/06207?gko=6da0a) | * Reading Summary, due May 13 * Final Paper, due May 13 |

## Guest Speaker Bios

**Bridgett McGowen**

A person smiling for the camera

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Bridgett McGowen is an award-winning author, an award-winning international professional speaker; a Forbes Coaches Council contributor; an Entrepreneur online magazine contributor; the founder and owner of BMcTALKS Press, an independent publishing company; and the founder and owner of BMcTALKS Academy where she helps professionals reach the masses by monetizing their expertise!

The prestigious University of Texas at Austin presented her with a Master Presenter Award; Canada-based One Woman has presented her with two Fearless Woman Awards; and she has facilitated hundreds of workshops, keynote and commencement addresses, conference sessions, trainings, and webinars to thousands of students and professionals who are positioned all around the globe.

Bridgett's expertise and presentations have been sought after by companies, post-secondary institutions, and organizations such as Vanguard Investments, LifeLock, Symantec, Kentucky Fried Chicken, McGraw- Hill Education, LinkedIn Local, Association for Talent Development, Doña Ana Community College, National Association of Women Sales Professionals, Independence University, Turnitin, National Association of Black Accountants, and Society for Human Resource Management (SHRM). She has been quoted by Transizion, has contributed to UpJourney, and has appeared as a guest on The Training and Learning Development Company's TLDCast as well as Phoenix Business Radio to showcase her expertise in the professional speaking industry. Her work in professional speaking and public speaking coaching has been highlighted by VoyagePhoenix Magazine; award-winning branding and consulting agency, Catalyst; The Startup Growth; and her alma mater, Prairie View A&M University, the second oldest institution of higher education in the state of Texas.

Bridgett is also the author of [*Rise and Sizzle: Daily Communication and Presentation Strategies for Sales, Business, and Higher Ed Pros*](https://www.bmctalkspress.com/products/riseandsizzle)*,* [*Show Up and Show Out: 52 Communication Habits to Make You Unforgettable*](https://www.bmctalkspress.com/products/suso)*,* [*Own the Microphone: How 50 of the World’s Best Professional Speakers Launched Their Careers (And How You Can, Too!)*](https://www.bmctalkspress.com/products/otm)*,* and [*REAL TALK: What Other Experts Won't Tell You About How to Make Presentations That Sizzle*](https://www.bmctalkspress.com/products/realtalk), the latter of which is the 2020 winner of the Best Indie Book Award in the business/communication category. In response to the COVID-19 pandemic, she collaborated with five members of her community and wrote and released [*Triumph Over the Trials*](https://www.bmctalkspress.com/products/triumph). [*Redesign Your 9-to-5*](https://www.bmctalkspress.com/products/9to5), an amazing collaboration with 50 business owners and entrepreneurs from around the globe, published in June of 2020. Her new podcast, [*Own the Microphone*](https://pod.link/1528633149) went live in August 2020. [*A Collective Breath*](https://www.bmctalkspress.com/products/breath)*,* her fourth book compilation, released on August 28, 2020. A fifth book compilation project that is currently in the works, [*Upward: Leadership Lessons for Women on the Rise*](https://www.bmctalkspress.com/products/upward)*,* is slated for a March 8, 2021 release.

**Joseph Santana**

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Joseph (Joe) Santana is Chairman of CDO PowerCircle a Board that tracks DEI Trends and explains how to avoid upcoming obstacles and pounce on emerging opportunities. He is also Creator and Host of the ERG PowerTalk podcast. Joe is a prolific writer of feature articles published by Chief Executive Magazine, CDO Executive magazine, Insight Into Diversity, as other as a number of other well-known publications. He is also often quoted in articles and books by other authors including Tom Friedman's best-seller The World is Flat. His latest book is *Supercharge Your ERGs*.

## NYU Classes

All announcements, resources, and assignments will be delivered through the NYU Classes site. I may modify assignments, due dates, and other aspects of the course 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](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/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 at NYU

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or [mosescsd@nyu.edu](mailto: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](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) 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.