



NYU | WAGNER

NEW YORK UNIVERSITY SYLLABUS (version 1/6/2022)

Course Title: Executive MPA Seminar: Leadership

Course Number: EXEC-GP.3190

Credits: 3

Professor: Dr. Matthias Birk

Contact Information: mmb17@nyu.edu

Semester: Spring, 2022

Time: 4:55PM – 8:25 PM

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;
- Reflect on your own transformational journey and write a paper about it

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. 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

- Dethmer, Jim, Chapman, Diana & Warner Klemp, Kaley (2014). The 15 Commitments of Conscious Leadership.
- Maister, David (2001). The Trusted Advisor.
- George, Bill & Baker, Doug (2011). True North Groups: A Powerful Path to Personal and Leadership Development.

Required readings assigned for each class are listed below.

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% Short Reading Summary
- 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
- Experiment and go beyond your zone of comfort and expertise

20% Reading summaries

For each class, send a short reaction for each assigned readings (to the whole group). Reactions should be succinct and very concentrated. The following questions may assist in preparing your reaction to each article:

- What struck you while reading the assignment? What did you think was particularly interesting?
- What did you agree with or what resonated with your own experience?
- What potentially triggered you, or elicited a reaction and why?
- What would you like to explore or discuss further in class?

20% Leadership Challenge Paper 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. I would like you to analyze, what is it within you that is creating that challenge (in other words, what beliefs are you carrying that make this a challenge for you). Your paper should be focused on the internal rather the external: How does your preferred leadership style, personality, your triggers, your belief systems and habits make this situation into a challenge. The paper should be no longer than 2 pages single-spaced.

30% Final paper

Building from your Leadership Challenge Paper - Write a substantial and critical reflection on your learning during this course. Use insights from feedback you got in the class and key issues addressed in the course that are important to you at 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.

COURSE ACTIVITIES BY SESSION

#	Date	Topic	Goals	Reading	Assignment
1	Jan 24	Introduction	<ul style="list-style-type: none"> • Introduction of students and orientation to action-learning course approach. • Review syllabus, expectations and philosophy. • Start group learning 	<ul style="list-style-type: none"> • <u>True North Groups</u> (p. 1-42, 65-104, 139-140) • Drucker, Peter. <u>Managing Oneself</u>. <u>HBR</u> 	<i>Reading Summary</i>
2	Jan 31	Leadership Styles	<ul style="list-style-type: none"> • Discussion of different leadership styles • Exploration of own leadership styles • Understanding individual immunity to change obstacles to leadership flexibility 	<ul style="list-style-type: none"> • Goleman, D. (2000). <u>Leadership that Gets Results</u>. <u>HBR</u> 	<i>-Reading Summary</i>

3	Feb 7	Managing Emotions	<ul style="list-style-type: none"> Learn about the effect of negative emotions on leadership and teams Practice techniques on how to become better at managing our own emotions 	<ul style="list-style-type: none"> Goleman, D. (1998). What Makes a Leader. <u>HBR</u> Dethmer, Commitment 1, 3 & 10 	<i>Reading Summary</i>
4	Feb 14	Mindfulness	<ul style="list-style-type: none"> Take an energy audit and learn to manage your energy Learn how to practice mindfulness and apply it in a business setting 	<ul style="list-style-type: none"> Birk, M. What Meditation can Do for Your Leadership. (2019) <u>HBR</u> Schwartz. (2007). Manage Your energy not your time. <u>HBR</u> Dethmer, Commitment 9 	- <i>Reading Summary</i> - <i>1st Paper Due</i>
5	Feb 28	Trust (Guest: Shirley Grill)	<ul style="list-style-type: none"> Understand the elements of trust Learn how to build and repair trust 	<ul style="list-style-type: none"> Maister, D. (2001). The Trusted Advisor, chapters 1-9 	<i>Reading Summary</i>
6	Mar 7	Values	<ul style="list-style-type: none"> Assess how our values relate to our behavior and performance 	<ul style="list-style-type: none"> Ibarra, H. (2002). How to stay stuck in the wrong career. <u>HBR</u> 	<i>Reading Summary</i>
7	Mar 21	Purpose	<ul style="list-style-type: none"> Assess how our values and purpose relate to our behavior and performance 	<ul style="list-style-type: none"> Jonathan Gustin Talk¹ Steve Jobs Commencement Speech² 	<i>Listening Summary</i>
8	Mar 28	Managing Others (Guest: Mary LeDonne Bank)	<ul style="list-style-type: none"> Understand how to diagnose peoples' readiness levels and to match your leadership approach to 	<ul style="list-style-type: none"> William Oncken, Jr. Donald L. Wass (1999). Management Time: Who's Got the Monkey? <u>HBR</u> 	<i>Reading Summary</i>
9	Apr 4	Mindsets & Difficult Conversations	<ul style="list-style-type: none"> Understand and practice the role of mindsets in approaching difficult conversations Learn and practice concrete techniques 	<ul style="list-style-type: none"> Dethmer, Commitment 4, 5 & 14 	<i>Reading Summary</i>

¹ <https://www.coachesrising.com/podcast/discovering-your-purpose/>

² <https://www.youtube.com/watch?v=UF8uR6Z6KLc>

10	Apr 11	Moving Forward & Feedback	<ul style="list-style-type: none"> • Reflect on and deepen core learning and growth • Provide each other feedback 	<ul style="list-style-type: none"> • Rock, D., & Schwartz, J. (2006). The Neuroscience of Leadership, <u>Strategy + Business</u> (https://www.strategybusiness.com/article/06207?gko=6da0a) 	<ul style="list-style-type: none"> -Reading Summary -Last Paper Due
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Guest Speaker Bios

Shirley Grill

Shirley is a leadership coach and consultant focusing on individual and leadership team development. Shirley was a Partner of Exetor through mid-year 2017. As a Partner Emeritus of the Exetor Group, she brings to Exetor’s clients more than 25 years experience in leadership development and coaching, staffing and organizational design, employee relations, and policy development. Shirley provides an understanding of both individual behaviors and organizational dynamics.

Prior to joining Exetor, Shirley founded Marlboro Park Consulting Group, providing leadership coaching and strategic human resources solutions for its clients and was a Partner at Whitehead Mann in the Leadership Development practice. Before entering consulting, she was Senior Vice President of Human Resources and Administrative Services at Atlantic Mutual Insurance Companies, where she created a systematic approach for identifying and developing talent. She designed and instituted peer coaching programs for high potential managers, a cross functional communications programs for technology and business leaders, and staffing and organizational design efforts that further reinforced the strategic focus of the corporation. Shirley also worked with Macy’s New York as a Corporate Trainer and Manager of Macy’s management training program.

Mary LeDonne Bank

Mary LeDonne Bank has over 21 years of experience at Goldman Sachs. In her most recent role she has been aligned to the firms Engineering Management and Strategy team as the head of Engineering Organizational Development. In her role, Mary works closely with Engineering leadership on advancing the divisions culture, strategy and overall investment in the engineers career progression and education. Prior to this seat Mary was part of the firms learning leadership team and served as the head of learnings Advising, Client and Commercial Growth business. In this capacity, she created the learning organizations MD advisory strategy, drove the innovative and commercial work with GS Accelerate and advanced the functions client engagement approach. Over the course of her career in HCM, Mary built deep client relationships, delivered transformative and innovative projects, and played an instrumental role in creating a sense of community. Mary graduated from Pennsylvania State University in 1994 and completed her masters in Human Development from Columbia University, Teachers College in 1997 and is currently working on her dissertation to complete her doctorate in Educational Psychology. She resides in New York city and her greatest accomplishments in life are her three beautiful children and loving husband.