



NYU | WAGNER

NEW YORK UNIVERSITY SYLLABUS (version 1/6/2023)

Course Title: Executive MPA Seminar: Leadership

Course Number: EXEC-GP.3190

Credits: 3

Professor: Dr. Matthias Birk

Contact Information: mmb17@nyu.edu

Semester: Spring, 2023

Time: Mondays, 5:30PM – 9:00 PM

Dates: 1/23, 2/13, 2/27, 3/6, 3/20, 3/27, 4/3, 4/17, 4/24, 5/1

Room: Tisch Hall LC13

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.
- 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

You will also be asked to lead the discussion for one of the classes. Which simply means thinking about questions you can ask the class, and facilitating a 10-15mins conversation around the reading.

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 23 | 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 process. | <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 | Feb 13 | 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> • Jones, R. (2016) <u>The Family Dynamics We Grew Up with Shape How We Work</u>. <u>HBR</u> | <i>-Reading Summary</i> |
| 3 | Feb 27 | Managing | <ul style="list-style-type: none"> • Learn about the effect of | <ul style="list-style-type: none"> • Goleman, D. (1998). | <i>Reading</i> |

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|---|--------|----------------------|--|---|--|
| | | Emotions | negative emotions on leadership and teams <ul style="list-style-type: none"> Practice techniques on how to become better at managing our own emotions | What Makes a Leader. <u>HBR</u> <ul style="list-style-type: none"> Dethmer, Commitment 1, 3 Macobby, Michael (2004) Why People Follow the Leader: The Power of Transference. <u>HBR</u> | <i>Summary</i> |
| 4 | Mar 6 | 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, Matthias (2022). Why It Is Important (Especially for Leaders) to Feel Their Fear and Pain. <u>Mindful Magazine</u> Birk, M. What Meditation can Do for Your Leadership. (2019) <u>HBR</u> Dethmer, Commitment 9 | - <i>Reading Summary</i> - <i>1st Paper Due</i> |
| 5 | Mar 20 | Integration (part 1) | <ul style="list-style-type: none"> This class will focus on integration of previous topics, as well as cover additional topics based on discussions in previous classes | TBA | <i>Reading Summary</i> |
| 6 | Mar 27 | 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> Dethmer, Commitment 8 | <i>Reading Summary</i> |
| 7 | Apr 3 | 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 | Apr 17 | Integration (part 2) | <ul style="list-style-type: none"> This class will focus on integration of previous topics, as well as cover additional topics based on discussions in previous classes | TBA | <i>Reading Summary</i> |

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

² <https://news.stanford.edu/2005/06/12/youve-got-find-love-jobs-says/>

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|----|--------|------------------------------------|---|--|---|
| 9 | Apr 24 | 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 • Coutu, Diane (2007). Making Relationships Work. HBR | <i>Reading Summary</i> |
| 10 | May 1 | 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, Strategy + Business (https://www.strategy-business.com/article/06207?gko=6da0a) | <i>-Reading Summary -Last Paper Due</i> |

Brightspace

All announcements, resources, and assignments will be delivered through the Brightspace 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](#). 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 Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click the "Get Started" button. You can also call or email CSD (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.