



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

EMPA Seminar: Leadership Confronted

Spring 2023

(Updated 1/10/23)

Course Title: Executive MPA Seminar: Leadership Confronted

Course Number: EXEC-GP.3190, Section 2

Credits: 3

Professor: Renay Loper (She/Her/Hers)

Contact Information: jrl9857@nyu.edu

Time: Saturdays, 2:45PM – 7:15PM

Dates: 1/28, 2/11, 2/25, 3/11, 4/1, 4/15, 4/29, 5/13

Room: 194 Mercer Street, Room 308

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.

Learning Objectives

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

- conversant with theoretical concepts and assumptions about the practice of leadership and leadership behaviors;
- a better navigator of the internal and external factors influencing your practice of leadership;
- deft in consulting with others and receiving and providing constructive feedback;
- able to synthesize and apply leadership theory; and
- 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, emotional intelligence, vision, mission, values, and leadership manifestos.
- **participate** in individual and group activities and assignments that focus on better understanding and assessing your individual strengths and challenges, and personal leadership style in a collaborative context.

- **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.

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.

Measures of Success

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. Absences for reasons other than medical emergencies will impact your grade. If you know that you have obligations that preclude you from 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

- George, Bill & Baker, Doug (2011). [True North Groups: A Powerful Path to Personal and Leadership Development.](#)
- Heifetz, Ronald, Grashow, Alexander & Linsky, Marty (2009). [The Practice of Adaptive Leadership.](#)
- Brown, Jennifer (2022). [How To Be An Inclusive Leader, Second Edition. Your Role in Creating Cultures of Belonging Where Everyone Can Thrive.](#)
- Dethmer, Jim, Chapman, Diana & Warner Klemp, Kaley (2014). The 15 Commitments of Conscious Leadership.

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
- Listen to your body; communicate your feelings
- Question your own assumptions
- Offer and seek information
- Listen to understand; speak to provide perspective
- Encourage the contributions of others
- Don't withdraw; don't dominate
- Experiment and go beyond your zone of comfort and expertise
- Assess your own progress
- Practice giving and receiving feedback

Reading summaries (20%)

By the Thursday night before each class (11:59pm), send a short reaction for each assigned reading (to the whole class). 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 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?

In addition, in small groups, students will be asked to lead a brief discussion for one class. Which simply means thinking about questions you can ask the class and facilitating a 30 minute conversation around the concepts discussed in the reading. It is encouraged to include additional resources aside from the assigned reading (articles, podcasts, video clips, etc.)

Leadership Challenge Paper (20%)

Submit a written description of a 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 unless you work in a family-based business. 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. Your paper should be written with a mindset of accountability - focus on what you can influence, not on the problems others are creating. You will 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 a challenge?

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.

COURSE ACTIVITIES BY SESSION

#	Date	Topic	Goals	Reading Due	Assignment
1	Jan 28	Introduction	<ul style="list-style-type: none"> • Introduction of students and orientation to action-learning course approach • Review syllabus, expectations and course philosophy • Start group learning process 	<ul style="list-style-type: none"> • True North Groups (p. 1-42, 65-104, 139-140) • Drucker, Peter. Managing Oneself. HBR 	Reading Summary (Discussed in class)
2	Feb 11	Purpose and Personal Values	<ul style="list-style-type: none"> • Exploration of self and what’s important • Explore internal and external influences on our view of self and its effects of our approaches to leadership • Establish and articulate personal vision, mission, values 	<ul style="list-style-type: none"> • Jones, R. (2016) The Family Dynamics We Grew Up with Shape How We Work. HBR • Heifetz, et al. The Practice of Adaptive Leadership (Ch. 15 p.215-225; Ch18.p.241-251; Ch. 19 p.254-268) 	Reading Summary, due Feb 9
3	Feb 25	Emotional Intelligence	<ul style="list-style-type: none"> • Learn tenets of EQ • Understand own leadership style in relation to others • Distinguish between authority and leadership and how they relate to managing people’s emotions 	<ul style="list-style-type: none"> • Goleman, D. (1998) What Makes a Leader. HBR • Goleman, D. (2000). Leadership that Gets Results. HBR • Dethmer, J. et al, Commitments 1 & 3 	Reading Summary, due Feb 23
4	Mar 11	Inclusive Leadership	<ul style="list-style-type: none"> • Learn the stages of the Inclusive Leader Continuum • Explore concepts of power, equity, belonging 	<ul style="list-style-type: none"> • Brown, Jennifer. (2019). How To Be An Inclusive Leader: Your Role in Creating Cultures of Belonging Where Everyone Can Thrive (p. ix-107) • Watch PURL Video 	<p>Reading Summary, due Mar 9</p> <p>Leadership Challenge Paper, due Mar 11</p>

#	Date	Topic	Goals	Reading Due	Assignment
5	Apr 1	Resilience and Practicing Presence	<ul style="list-style-type: none"> • Explore what it means to be resilient • Learn strategies for mindfulness and the significance of self-care for leaders • Learn how to practice leadership presence 	<ul style="list-style-type: none"> • Mason, A. (2020). Social Change Starts with Personal Justice: Rhonda Magee on the Role of Self-care in Movement Building. Skoll. • Hougard, R. (2017). If You Aspire to Be a Great Leader, Be Present. HBR • Dethmer, J. et al, Commitment 9 	Reading Summary, due Mar 30
6	Apr 15	Radical Listening, Healthy Communication, and Navigating Difficult Conversations	<ul style="list-style-type: none"> • Learn and practice deeper modes of listening and understand why they matter • Learn how to communicate effectively as a leader 	<ul style="list-style-type: none"> • Kellerman, B. (2006). When Should a Leader Apologize—and When Not? • Dethmer, J. et al, Commitments 4, 5, 14 	Reading Summary, due Apr 13
7	Apr 29	Leading in a VUCA World	<ul style="list-style-type: none"> • Learn approaches to navigating tensions in times of change, crises, volatility, uncertainty, complexity, and ambiguity 	<ul style="list-style-type: none"> • Jordan, J., Wade, M., Yokoi, T. (2022) Finding the Right Balance and Flexibility in Your Leadership Style. HBR. • Dethmer, J. et al, Commitments 11, 12, 15 	Reading Summary, due Apr 27
8	May 13	Leading Today and Tomorrow	<ul style="list-style-type: none"> • Reflect on and deepen core learning and growth • Peer feedback 	<ul style="list-style-type: none"> • Rock, D., & Schwartz, J. (2006). The Neuroscience of Leadership, Strategy + Business 	Reading Summary, due May 11 Final Paper, due May 13

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.