NYU | STERN

Course Syllabus Fall 2024: Leadership (FT MBA Class of 2026)
COR1-GB 1102 (Sections 1 & 5)

Contact information

Instructor: Nate Pettit (npettit@stern.nyu.edu) | Office KMC 11-59
Office hours: by appointment

Classroom, meeting times, and Teaching Fellows

Classroom: KMC 2-65
Section 1: Classes 1-3 (9-11:50AM), 4-6 (1:30-4:30PM)   Benjamin Poag (bsp8894@stern.nyu.edu)
Section 5: Classes 1-3 (1:30-4:30PM), 4-6 (9-11:50AM)   Venenzia Leone (vrl225@stern.nyu.edu)

Acknowledgements

Course Description and Goals

A student's ability to analyze behavior in collective settings, and willingness to skillfully act within them, help answer a number of questions: Why do some talented MBAs succeed, while others, equally talented, flounder? Why do some people in leadership positions prove effective, while others do not? Why do some people become leaders and others do not? This course tackles these questions.

The course is based on the premise that, regardless of your position in an organization, leadership opportunities and challenges present themselves every day and that it is to your advantage to recognize and make the most of these opportunities. Leadership is a behavior (verb), not a position (noun). You have to act in order to learn and grow, and this class and your time as a MBA student is the opportunity to do that – leaders are not made by passive observation! It is also based on the premise that effective leadership requires an in-depth understanding of yourself. By the end, I expect that you will be more conscious of others, yourself, and the impact of your own (in)actions.

Course Materials

- Course syllabus
- Class slides (posted to Brightspace immediately after each class)
- Online coursepack: https://hbsp.harvard.edu/import/1196268
- Other readings, videos, cases, etc. will be on Brightspace (under 'Content'), emailed, or distributed in class

General Classroom Policies and Philosophy

Technology use: Research provides strong evidence that use of laptops and tablets during class is a distraction both to the user and to other students that prevents deep learning. Laptops/tablets are discouraged; however, I am willing to allow it if you commit to only using it for notetaking for this class. Choosing to ignore this will adversely affect your grade.

Attendance: Attendance is expected because our collaborative discussions and exercises are a key source of learning. The class is designed to be experiential and therefore if you are missing class you are not actually 'taking' the class, and if you are coming late (at the start or after break), or frequently leaving and returning during class, you are compromising activities and discussions for others. Any of the above will adversely affect your grade. That said, illness and the truly unavoidable do occasionally happen. If you are sick or a true emergency (not poor planning) arises, just let me know.

Orientation toward each other: If this class is going to be a "success" – defined as you meaningfully learning and growing – then people need to be able to take risks with both their words and actions during class. The only way that is feasible is if we celebrate when people take risks, appreciate their efforts, and build an environment that allows for this. Assume the best in others!

Grades: Stern policy requires faculty to grade on a forced distribution; no more than 35% of students can receive an A or A-minus. We can debate the merits of this policy, but it is our shared reality. Do not let focusing on grades get in the way of your learning!

Your final grade will be based solely on your relative performance in the course. Individual incentives (e.g., needing a particular GPA to maintain or gain a scholarship) will not be taken into account when assigning final grades.

End-of-class memos: At the end of each class, you will write down your own take-home message from that day. The research on adult learning is clear that this kind of reflection, connection, and integration can double your retention and knowledge of the material. The memos also allow me to see where your interests and experiences align with the course topics.

Academic Integrity: Academic integrity and honesty is central to our mission as an educational institution. The MBA Code of Conduct, which all students sign, therefore places particular emphasis on academic integrity. Notably this includes refraining from any method or means that provides an unfair advantage in exams or papers, and clearly acknowledging the work of others in your own work. As a reminder, the entire Code of Conduct is available here.

Honor code and Generative AI policy: Please check with me if you are uncertain about what represents an honor code violation. I think highly of you and your integrity, and hope you see yourself the same way. Here are just a few of the ways in which the honor code applies.

- You can only learn from work you actually do. Unless otherwise stated, <u>you should not use generative AI tools to create any part of an assignment</u> in this course; every submission should be entirely your work. This course assumes that work submitted by students will be generated by the students themselves, as directed by class assignment instructions. Work generated by anyone other than the students (by other students, by a company, or by using generative AI tools), can be a violation of Academic Integrity policy.
- If you are familiar with a case or exercise introduced in class, please do not be a "spoiler" in any way. Quietly let me know in advance, and I will try to find a way for you to glean new insights.
- <u>No recordings of any kind can be made of class without my permission</u>.
- All activities and their "solutions" are confidential and are not to be circulated or shared in any form, either during or after the course.

Student Accessibility: If you will require academic accommodation of any kind during this course, you must notify me at the beginning of the course (or as soon as your need arises) and provide a letter from the Moses Center for Student Accessibility (212-998-4980, mosescsa@nyu.edu) verifying your registration and outlining the accommodations they recommend. For more information, visit the CSA website: https://www.nyu.edu/students/communities-and-groups/student-accessibility.html

Student Wellness: Classes can get stressful. I encourage you to reach out if you need help. The NYU Wellness Exchange offers mental health support. You can reach them 24/7 at 212 443 9999, or via the "NYU Wellness Exchange" app. There are also drop in hours and appointments. Find out more at: http://www.nyu.edu/students/health-and-wellness/counseling-services.html

Name pronunciation and pronouns: NYU Stern students now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and pronouns this way. Please utilize this link for additional information: Pronouns & Name Pronunciation

Religious Observances and other absences: 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. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact religiousaccommodations@nyu.edu for assistance.

NYU Stern is committed to ensuring an equitable educational experience for all students regardless of identity or circumstances and strives to recognize the obligations its students have outside of Stern. Please review all class dates at the start of the semester and review all course requirements to identify any foreseeable conflicts with exams, course assignments, projects, or other items required for participation and attendance. If you are aware of a potential conflict, please contact me as soon as possible to discuss any potential conflicts to determine whether/how they can be accommodated.

<u>Inclusion Statement</u>
This course strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with a goal of understanding how others might see situations differently. By participating in this course, it is the expectation that everyone commits to making this an inclusive learning environment for all.

Assignments & Grading

Assignment	Deliverable Date	Weight
Reflection Assignments	1 = 8/25 @ 12PM 2 = 8/27 @ 9PM 3 = 8/30 @ 12PM ● Uploaded to Brightspace	60% total ● three assignments weighted equally
Contribution to learning community	Ongoing ● Attendance ● Professionalism ● In-class contributions ● End of Class memos	40%

* Assignments grades are reduced by 10% per day up to two days late. Assignments not turned in within 48 hrs. after due date receive a zero.

Course Schedule: Fall 2024

Dates	Class time		Topic	Readings	Exercises/cases	Assignment / Due
1 (8/22)	9AM=S1 1:30PM=S5	D R E A M	What is leadership?	What Leaders Really Do (OCP) Cultivating Everyday Courage (OCP)	Mt. Everest (OCP)	
2 (8/23)	9AM=S1 1:30PM=S5		Vision & motivation	On the Folly of Rewarding A while hoping for B (BS)	Vision workshop *(in-class)*	Reflection Assignment 1 given <u>Due 8/25 @ 12PM</u>
3 (8/26)	9AM=S1 1:30PM=S5	D R I V E	Driving change	Leading Change: Why Transformation Efforts Fail (OCP) Feedback that Works (OCP)	$1 Mngt/worker exercise *(in-class)* Feedback exercise *(in-class)*	Reflection Assignment 2 given <u>Due 8/27 @ 9PM</u>
4 (8/27)	9AM=S5 1:30PM=S1		Persuasion & decision making	Outsmart your Own Biases (OCP)	Arctic survival *(in-class)*	
5 (8/28)	9AM=S5 1:30PM=S1	D E V E L O P	Leading through listening	--	Rachel Weldon (BS) Listening exercise *(in-class)*	Reflection Assignment 3 given <u>Due 8/30 @ 12PM</u>
6 (8/29)	9AM=S5 1:30PM=S1		Values, norms, & inclusivity	Can Your Employees Really Speak Freely? (OCP)	Barnga (in-class) Gold Watch (in-class)	

* OCP = online coursepack: https://hbsp.harvard.edu/import/1196268
* BS = Brightspace