

Leadership for a Just and Humane World
EXLR 5140 B

Course Description and Objectives:

Leadership for a Just and Humane World is a practicum involving a significant community-service project. Working in teams, you will have the opportunity to lead a project that addresses social justice in the community. The project has three objectives:

- ◆ It serves as a learning laboratory, in which, removed from your typical environment, you will more clearly experience the effects of your skills in leadership, including systems thinking, strategic direction, and teamwork.
- ◆ It makes a significant and sustainable contribution to our community.
- ◆ The process of learning about and serving a different “client”, and working with service providers in that domain, will cause reflection on your own values. This helps clarify the role you wish to play in the community beyond the program.

This course partly addresses the following ELP/LEMBA learning outcomes:

- ◆ A deepened consciousness of Self as a leader.
- ◆ Superior leadership acumen (ability to influence individuals and orchestrate organizational change).
- ◆ Ability to inquire/source quality information, and synthesize knowledge via situational analysis and risk assessment.
- ◆ Leading with conscience and competence within the local and global Commons.

Class Schedule & Assignments

Date & Time	Pre- Class Reading	Discussion topics	Deliverable(s)
August 17 1:15-2:45	Adams, Maurianne (2013). <u>Readings for Diversity and Social Justice</u>	Introduction to Leadership and Social Justice	
Aug. 29-Aug 30 4 hrs TBD	Adams, Maurianne. (2013). <u>Readings for Diversity and Social Justice</u>	Introduction to Leadership Outreach- Service Projects	
September 21 1:45-3:15	Shibley, J. (2010). <i>Thinking in Circles: A Method for Drawing Systems Dynamics Maps</i> Sterman, J.D. (2001). <i>System Dynamics Modeling: Tools for Learning in a Complex World.</i>	Systems Thinking (with Greg Magnan)	
September 22 8:30-12:00		Service Project Plans (with M. Shadow)	Service Project Oral Proposal Presentation (Appendix A)
September 29			Service Project Written Proposal (Appendix A)
October 19 12:30-2:30			
November 9 11:30-1:30			
December 7 11:45-1:45		Service Project Check-Ins	Service Project Progress Report (oral only) (Appendix B)
January 11 11:30-1:30			
February 8 11:30-1:30			
March 1 8:30-4:00		Leadership Impact Day: Service Project Results and Discussion	Final Oral Presentation And Written Paper (Appendix C)

Course Requirements:

We will discuss project requirements early in the quarter. A series of exercises in class will guide you in selecting a project during September. As a reference point, each project must meet the following criteria:

1. Address social injustice (root causes of a problem) and not merely perform charity (giving aid)
2. Reflect strong leadership (i.e., vision, systems thinking, initiation and execution of action that generates change)
3. Serve the community and/or a group in the community experiencing injustice by contributing from your executive-level skills
4. Demonstrate solid team collaboration
5. Make a sustainable impact (i.e., lasting value beyond the course)

Course Evaluation Factors:

10% Service project oral presentation

15% Service project paper

25% Monthly project check-ins (5% each month, considering progress, leadership, teamwork, and presentation quality)

25% Final project paper and presentation combined

25% Project outcome (effectiveness, significance of impact, sustainability)

Required Readings:

- Textbook: Readings for Diversity and Social Justice, 3rd Ed. (2013). M. Adams, W. Blumenfeld, C.R. Castaneda, H. Hackman, M. Peters, and X. Zuniga (Eds).
- Shibley, J. (2010). *Thinking in Circles: A Method for Drawing Systems Dynamics Maps*. EmcArts, licensed under the Creative Commons Attribution-Noncommercial 3.0 License.
- Sterman, J.D. (2001). *System Dynamics Modeling: Tools for Learning in a Complex World*. California Management Review, Volume 43, Number 4.

Title IX

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oi@seattleu.edu; phone: 206.296.2824)

University Resources and Policies

Academic Resources

- Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
Note: The Learning Commons does not offer tutoring for EXLR/EMBA/HEMBA-level students.
- Academic Integrity Tutorial (*found on Angel and SU Online*)

Academic Policies on Registrar website

(<https://www.seattleu.edu/registrar/academics/performance/>)

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (*only for those professional programs to which it applies*)

Notice for students concerning Disabilities

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Appendix A

Service Project Proposals Due September 22, 2018

Guidelines for Oral Presentation Due September 22nd:

Each group will have 30 minutes total. The first 15 minutes will feature your formal presentation of your project. This is an opportunity for you to highlight the social injustice you are addressing and educate us on your domain of community service. Please share your scope, action plan, the obstacles to success that you identified, how you will overcome them, and how you will ensure your project's sustainability (#'s 3, 7, 10, 11 and 12 under the written plan section). Be judicious in the number of PowerPoint slides used. Also: do not read them – tell the story instead. The remainder of your time will be spent in discussion. Be prepared for a number of questions and suggestions from your classmates, faculty, and staff.

Guidelines for Written Report Due September 29th:

Your plan should be well organized and presented in no more than 5 pages, typed, double-spaced (11-12 pt. font). Please use a narrative format (as opposed to bullet lists) to address the following questions/issues:

1. Identify your project's domain (e.g., homelessness) and clearly state the social injustice you are addressing.
2. In an appendix, include a diagram showing the systemic factors causing the injustice you are addressing. In the body of your paper, reference this diagram and explain where, why, and how you are intervening to make a difference.
3. What is the expected scope of the current project? Specifically, what action(s) or outcome(s) will you achieve by roughly February 28th?
4. How will you measure your success for the project and as a team?
5. Identify other people or organizations involved in your project domain that you believe you will need to contact or involve.
6. Who will need to be influenced to achieve your vision? How do you anticipate doing so?
7. In another appendix, provide a timeline for steps you will take between now and February 28th to achieve your goal(s). Indicate key milestones on your timeline and key points at which outsiders may be involved.
8. How will you organize your team (e.g., task delegation, unique skills and resources in your group, key contacts members may have, etc.).
9. What are the norms for collaboration on which has your team agreed? How will you ensure the accountability of each team member to the team as a group?
10. What do you see as the three greatest obstacles to your success?
11. How will you overcome each of them?
12. How will you ensure the sustainability of your project once ELP is completed?

Appendix B

Service Project Progress Report

Team:

Date:

Check-ins should tell a story including the following points:

- 1) Share with us your project vision statement (include the domain, the social injustice you are addressing, and intended outcomes)
- 2) Discuss key goals and associated progress
- 3) What are you learning (as a team) about leadership during the process of planning and implementing your project. Consider:
 - a) Strategic Leadership (vision, setting direction)
 - b) Interactive Dignity (supporting the dignity of others)
 - c) Self-defeating Behaviors (arrogance, defensiveness, being excessively critical)
 - d) Influence (confident expression, persuasiveness)
- 4) How can you transfer the learnings from #3 above into your organization? Share one or more specific example.

Beginning in November, be prepared to address:

- 5) What are the tangible and intangible impacts of your project on our region/community?
- 6) What drivers are in place to sustain your project?

Service Project Team Self-Evaluation

While preparing presentations, please consider the following. Afterward, it is useful for the team to assess itself and offer suggestions regarding on the following specifics:

Team Results:

	Feedback/Suggestions
Project vision statement: Concisely stated including domain, social injustice and intended outcomes	
Project goals: Are efforts keeping pace with planning?	
Leadership Learnings: Are relevant skills addressed and examples of learning transfers to work stated?	
Overall Content: Are stated efforts contributing toward the project vision? Is the project on track to reach intended outcomes by March?	

Presenter(s):

	Feedback/Suggestions
Organization Did the presenter seem to <i>know the audience</i> ? Could you follow the message? Was a story told? Did the presenter amply support his/her comments?	
Voice tone, volume and modulation: Could you hear the presenter? Did he/she project voice with warmth and power? Could inflection have enhanced the message?	
Actions Did the presenter face the audience openly? Was eye contact utilized? Were body language, movement and gestures appropriate?	
Pace/Timing Did the presenter use his/her time wisely? Were comments rushed? Was appropriate pacing and breath control used?	
Visual Presentation and/or Technology (formal presentations only) Did the use of technology support the presentation or detract from it? Were visual images appropriate? Consider colors and fonts. Was text limited to key points?	

Appendix C

Leadership Impact Day Presentation & Final Report Due March 1, 2019

The goal of Leadership Impact Day is three-fold. First, Social Justice Project final papers and presentations account for 50% of your final grade. Second, a collection of senior-level business, university and community representatives will be in attendance for Leadership Impact Day. This public presentation of student work provides our community and organizational sponsors the opportunity to share in the success and impact of your meaningful and challenging work. Finally, the day provides ELP students the opportunity to view one another's polished work, and build community around your collective work in leadership and social justice.

Leadership Impact Day Presentation Guidelines:

To ensure that your leadership skills as well as your project impact are fairly evaluated, please use the following information to guide the development of your Social Justice Project presentations:

Presentation time will be kept strictly to a total of 15-17 minutes. Please provide an objective evaluation of the impact of your leadership on your subject, and what you have learned to help you move from success to significance. Again, tell the story; do not read or overuse PowerPoint slides.

Presentations should include the following points:

- 1) Background on the domain, the social injustice you addressed (including where it fit within the system of causal factors and why you chose that point of intervention), the organization(s) with which your team partnered
- 2) Overview of your project proposal and the outcome of its implementation (what were your goals and what did you accomplish)?
- 3) Summary of what you learned about leadership during the process of planning and implementing your project. Consider:
 - a) Strategic Leadership
 - b) Interactive Dignity
 - c) Self-defeating Behaviors
 - d) Influence
- 4) What are the tangible and intangible impacts of your project on our region/community (see criteria below)?
- 5) To what extent is your project/impact sustainable now that the program is ending?
- 6) How can you transfer the learnings from #3 above into your organization? Share one or more specific outcome(s) or benefits that have manifested for you or your team in the workplace that stems from the learnings this project provided.

Plan on an additional 8-10 minutes for Q&A. Please be prepared for the class and panel and guests to ask questions about and critique your project and your learning on leadership impact. (If appropriate, we may also discuss follow-on needs and opportunities that arise from your work.)

Each team's oral performance will be evaluated using the following guidelines (continued on next page):

- **Tangible Impact** – Examples: How many people served? What is the dollar value of your work (your time, value of new systems you produced, etc.)? Given where the project stands now and its anticipated continuation, what is the ongoing value of your project.
- **Intangible Impact** – How does it improve social justice? What is the perceived effect of this event on your domain and audience? How does it enrich the lives of others?
- **Sustainability** – How long do you expect your project and its impact to continue? Be specific. What steps have you taken to support sustainability?
- **Workplace outcomes** – How effectively have you translated the learnings from the project back to the organization? What benefit is there for your employer?
- **Presentation effectiveness** – Did your team collaborate appropriately to present your project outcomes effectively? Were your presenters audible, clear and concise? Did your presentation follow a logical organization? Was your presentation interesting and of professional quality (for example, would you present it to a CEO or Board of Directors?)? Were questions answered well and in a professional manner?

Guidelines for Project Results written report:

Your final report should be well organized and presented in no more than 7 pages, typed, double-spaced, again in narrative form. Briefly summarize your project highlighting points 1-5 under guidelines for the oral presentation. Then address the following:

1. What were your most important learnings about your project's domain? Do you feel the project has changed you or changed your views in some way?
2. How do you evaluate your success on the project and as a team? Be very specific here.
3. If you did not achieve your goals, why? Is there anything you might have done differently to increase the chance of success?
4. Do team members expect to have follow-on involvement related to your project once you graduate? If not, what plans did you make to exit the domain without negative impact on the project or relationships you have built? Also, how will you ensure that your project's success is sustained?
5. What have you learned about leadership outreach? How can you apply that to your work and other areas of life?

Peer Evaluation Form for Social Justice Team

Name:

Notes/Instruction: this form is your opportunity to evaluate each of your teammates' contributions to your collective work product, and your team behaviors. **Based on your teammates' evaluations, faculty may make adjustments to the grade you receive for the project team's oral and written reports and the final course grade.** Your responses will not be shared with your teammates.

1. **Contribution**: On a scale of **1 to 5**, please rate each team member's contribution to the project. A score of **1** indicates the team member did absolutely nothing while a score of **5** would indicate s/he did everything that was expected of him/her and more.

Team Member Name:	1	2	3	4	5
Team Member Name:	1	2	3	4	5
Team Member Name:	1	2	3	4	5
Team Member Name:	1	2	3	4	5
Team Member Name:	1	2	3	4	5

2. **Quality**: On a scale of **1 to 5**, please rate each team member's quality of contribution to the project. A score of **1** indicates that the quality of work submitted by a team member was very poor and had to be redone by others, while a score of **5** would indicate that his/her work was always outstanding and contributed greatly to the quality of your final project deliverable.

Team Member Name:	1	2	3	4	5
Team Member Name:	1	2	3	4	5
Team Member Name:	1	2	3	4	5
Team Member Name:	1	2	3	4	5
Team Member Name:	1	2	3	4	5

3. **Professionalism**: On a scale of **1 to 5**, please rate the professionalism of each team member in your group. A score of **1** indicates that the team member in question had a poor work ethic, did not treat his/her colleagues with respect and courtesy, missed meetings, or was always late for meetings. A score of **5** would indicate it was a joy to work with him/her and if given the chance, you would never do another project without him/her.

Team Member Name:	1	2	3	4	5
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Team Member Name:	1	2	3	4	5

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Fall and Winter Quarter – 2018-2019

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4. Do you have any specific comments regarding the scores you have indicated above? If so, please share your thoughts here.