Seattle University
Albers School of Business and Economics
Fall Quarter – 2019

Cohort A: Prof. Dr. Rubina Mahsud
mahsudru@seattleu.edu
Office) 206.296.2015

Building Vision for a Global Commons
EXLR 5120, Cohort A

Course description and objectives:

This course presents an overview of adaptive leadership with applications in the global commons.

Course learning outcome #1: Students will apply Ronald Heifetz's distinction between adaptive and technical leadership, analyzing a set of examples. This work will provide students with a sense for what adaptive leadership requires: In adaptive space we lead with questions, not with a blueprint or a map—because adaptive leadership involves movement into new space with unknowns. Leaders and organizations move into that adaptive space guided a sense of deep purpose. In class we will use both "pizza diagrams" and causal loop diagrams to represent complex situations and adaptive challenges. And each student will analyze a leadership failure as a way of connecting their own leadership experience to the course material, and to cultivate habitual analysis of our own leadership impact. Combined, this work fosters the capacity for adaptive leadership and fulfills the **ELP program learning objective #5: "Students will cultivate wisdom through judgment/ decision-making that integrates the needs of multiple stakeholders and adapts personal behavior appropriately."**

Course learning outcome #2: Students will study a set of examples showing that business organizations can have positive impact on social and environmental commons. Conventional wisdom suggests (to many) that the business world is too competitive for organizations to make substantive contributions to the commons, or that focus on the commons distracts from the real purpose of business—profit. The class examples are presented as an antidote of sorts, to give students confidence in their ability to foster the commons in their capacities as leaders, and also to help students communicate with others in their organizations—in the sense that these examples become prototypes to guide decision-making. This course learning outcome supports **ELP outcome #4: "In business and their personal lives, students will act to preserve or enhance the well-being of the commons (global, health, and social justice)."**

Combined, the two course learning outcomes contribute to **ELP program outcome #3**. Learning to recognize adaptive challenges, leading in adaptive space guided by a sense of purpose, and leading with attention to the broader commons—together these prepare students to **"demonstrate the ability to articulate a vision that will have significant positive impact (i.e. leading change)."**

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Class Schedule

Date & Time Cohort A	Expectations
Friday, October 11 8:30 – 5:30 (lunch 12:30 – 2:30)	See reading assignment below.
Saturday, October 12 8:30 – 5:30 (lunch 12:30 – 1:30)	See reading assignment below.
Monday, October 28	**Leadership paper due by email**
Friday, November 1 8:30 – 11:30	No assignment

Course assignments and requirements:

1. Students are expected to have read Bryce Hoffman, *American Icon: Alan Mulally and the Fight To Save Ford Motor Company* before our first class meeting. This book will serve as a case study for us.

2. For the first meeting, read Ronald Heifetz and Marty Linsky, *Leadership on the Line: Staying Alive Through the Dangers of Change* (Harvard Business Review Press, second edition 2013). This book is our primary text. For the first class meeting, each student should identify the three or four short passages he or she thinks are most useful.

3. For the second meeting, read chapter three from *Common Fire: Leading Lives of Commitment in a Complex World* (Beacon Press, 1996), by Sharon Parks (former ELP faculty) and others.

4. There is one written assignment described immediately below, it counts for 75% of the final grade. The remaining 25% is based on participation—which includes being prepared; listening; being curious; posing useful and meaningful questions; and being willing to reflect on your own experience and the experience of others—all in ways that are connected with the course readings.

5. Written assignment: Leadership failure exercise.

Since a part of the practice of effective leadership is the capacity to learn from failure, you are asked to reflect on one of your own attempts to exercise leadership that failed or was otherwise disappointing, frustrating, and/or discouraging.

Please think about possible examples prior to our first meeting, we will discuss some students' ideas.

After class each student will write a 5-7 page paper (double-spaced, 11- or 12-point font) analyzing the example. This analysis involves (i) reflection on your own practice and (ii) should demonstrate your understanding of the material/ readings in this course.

In particular, your papers should include:
- A basic description of the issue/ challenge.
- An analysis of your case, using multiple concepts from the course material (readings and class sessions) such as but not limited to: the commons; a systems analysis; deep purpose; adaptive challenge in contrast to technical problems; formal and/or informal authority; issues of trust and/or power; the role of language, metaphors, and symbols; the role of dialogue; the significance of encounters with "otherness"; a balcony perspective; the roles of mentors, partners, allies, and confidants; habits of mind; work avoidance activity; distinguishing self from role; leadership as art.
- A discussion of lessons learned and/or next steps.

Evaluation of your written assignment/case analysis will be based on your ability to apply the material of the course—concepts, theory, readings, and discussion—to your own experience in a careful (and potentially critical) way ("critical" meaning, you could deciding that some of the course material didn't apply, or wouldn't have helped, etc.).

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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**: oie@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.