Seattle University
Albers School of Business and Economics

Cohort B: Prof. Marc A. Cohen
Fall Quarter – 2020
cohenm@seattleu.edu

Building Vision for a Global Commons
EXLR 120, Cohort B

1. 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)."**

Seattle University   Cohort B: Prof. Marc A. Cohen
Albers School of Business and Economics   Fall Quarter – 2020
cohenm@seattleu.edu

2. Class Schedule

Module	Date & Time
1: Adaptive leadership, part one	Friday, October 16 8:30 – 12:30 (lunch 12:30 – 2:30)
2: Adaptive leadership, part two	Friday, October 16 2:30 – 5:30
3: The commons, part one	Saturday, October 17 8:30 – 12:30 (lunch 12:30 – 1:30)
4: The commons, part two	Saturday, October 17 1:30 – 5:30
Leadership paper due, in Canvas	Monday, November 2
5: Conclusions	Friday, November 13 8:30 – 11:30

Modules 1-4: Reading assignments/preparation on the Canvas page. The course will involve both group work and discussions with the whole class.

3. Course readings and requirements:

Please see the Canvas page.

4. Written assignment: Leadership failure exercise:

Please see the Assignment description on Canvas.

Seattle University   Cohort B: Prof. Marc A. Cohen
Albers School of Business and Economics   Fall Quarter – 2020
                                                      cohenm@seattleu.edu

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**: 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.