

MGMT 5305 Leadership Formation syllabus

Colleen Hunter



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Office Hours: directly following Thursday's class (8:45-9:30p), **or** by appointment

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COURSE OVERVIEW

This course is open to students in any of the Graduate Programs and is a required for the Leadership Formation certification. This program provides the foundation for you to learn and explore leadership theory, practice skills real-time, and reflect on your own leader journey.

During the course you'll be introduced to an empirically-validated leadership model and industry-recognized practices, have opportunity to deepen understanding of your own leader tendencies/behaviors; and learn ways to increase your personal effectiveness in leading teams.

Student success and progress will be assessed through completion of individual journal entries/reflections, class engagement & contribution, and final writing/presentation assignment.

Our course meetings every Thursday from 6:00-8:45pm PST. First class begins on Sept. 10 and final class convenes on Nov. 12th

Learning Objectives

Learning is achieved through a variety of teaching methods; such as class discussions, interactive exercises, mini-lectures, readings, and videos.

- Deepen your knowledge of what leadership means, and what it takes to successfully lead and inspire teams in a global environment
- Recognize, differentiate, and critique observable leadership styles and behaviors, based upon the Mastering Leadership framework introduced in the course
- Increase your personal effectiveness by understanding your leader tendencies, strengthening your self-awareness, and practicing new skills

Instructor Expectations

In order to achieve the learning objectives, students need to come to each class ready to learn, listen, and actively engage with instructor and colleagues. Students are responsible for:

- completing all reading assignments prior to each class
- actively participating during class discussions and small group exercises
- completing assignments as scheduled (to demonstrate and enhance learning)
- fostering a climate of respect for other class members and the instructor

Required Readings

- The Five Dysfunctions of a Team, P. Lencioni 2002
- Mastering Leadership: An Integrated Framework for Breakthrough Performance and Extraordinary Business Results, R. Anderson & W. Adams 2015

- Purchase a student subscription to HBR (\$69 for the year) - https://w1.buysub.com/pubs/H0/HVR/newbusiness_dom_studentprof.jsp?cds_page_id=237807&cds_mag_code=HVR&id=1599408921480&lsid=32501113362075998&vid=2

COURSE SYLLABUS

Pre-Work (9/6): Introduction email: Welcome & First Assignment

- Read: Growth Mindset for a more Peaceful & Empathetic World (article) & Introduction to Mastering Leadership
- Conduct: HW/SW check (audio/video) & register for Zoom meetings
- 2 Required Books ([Mastering Leadership](#) & [the Five Dysfunctions of a Team](#))
- Purchase Harvard Business Review (student subscription – link above)

Assignments

1. Read (article) 'Growth Mindset for a More Peaceful, Empathetic World' (E. Briceno)
2. Read (**Introduction**) [Mastering Leadership: An Integrated Framework for Breakthrough Performance and Extraordinary Business Results](#) (R. Anderson, W Adams, 2015)

Class 1 (9/10): Raising our Collective Consciousness & Your Leader Journey

- Who are we as a collective? Our Agreements
- Growth Mindset – leader implications
- Syllabus & Canvas walk through, plus Grading/rubrics
- Mastering Leadership ([Introduction](#))
- Your Leader Journey – Taking Stock journal

Assignments

1. Author/Post: Taking Stock – **journal entry #1**. Focus: Mindsets
2. Read (**Chapters 1-3**) [Mastering Leadership](#)
3. Read 'Discovering Your Authentic Leadership', B. George, P. Sims, A. McLean, D. Mayer, HBR, Feb 2007
4. Read 'The Authenticity Paradox', H. Ibarra, Harvard Business Review, FEB 2015

Class 2 (9/17) The Promise of Leadership & Universal Model

- The Promise of Leadership & Universal model ([Chapters 1-4](#))
- Leadership Circle Profile (LCP) – assessment tool

Assignments

1. Author/Post: Taking Stock – **journal entry #2**. Focus: Promise of Leadership, Universal Model, Cultivating Authenticity
2. Complete <https://self-assessment.theleadershipcircle.com/en-US/registration> & post assessment
3. Read (**Chapters 4-5**) [Mastering Leadership](#)
4. Read 'Empathy Starts with Curiosity', P. Bregman, HBR, Apr 2020
5. Read 'How Leaders Become Self-Aware', A. Tjan, HBR, July 2012
6. Read 'If Mindfulness Makes You Uncomfortable, It's Working', A. Jen Su. HBR, Nov 2015
7. Optional: Watch (Ted talk) 'How to Get Better at the things You Care About', Eduardo Briceno

Class 3 (9/24) My Leader Profile, Stages of Development & Levels of Leadership

- 5 Stages/Levels of Leadership Development
- The Leadership Circle Profile (LCP) – leader assessment tool
- How to interpret your self-assessment

Assignments

1. Author/Post: Taking Stock - **journal entry #3**. Focus: My LCP, 5 Levels of Leadership
2. Read (**Chapter 7**) [Mastering Leadership](#)
3. Read '**Beyond Reason: Using Emotions As you Negotiate**', summary by H. Hendrikson, conflict Research Consortium, 2005
4. Read 'Negotiating with Emotion', K. Leary, J. Pillemer, M. Wheeler, HBR, Feb. 2013
5. Read 'Why Repressing Emotions Is Bad for Business', D. Shapiro, Nov. 2009
6. Read 'Fair Process in the Knowledge Economy', W. Chan Kim & R. Mauborgne, HBR, Jan. 2003
7. Read (news articles) Flint Water Crisis

Class 4 (10/1) the Collective – Core Concerns & Leadership Systems

- 5 Core Concerns: Appreciation, Affiliation, Autonomy, Status, Role
- Flint Water Crisis (walk through of stakeholders)
- Leadership Systems (Chapter 7)
- Five Dysfunctions of a Team – introduce the fable
- Raising Our Collective Consciousness (Learning partners - dyads, triads)

Assignments

1. Author/Post: Taking Stock – **journal entry #4**. Focus: Leadership system, My Core Concerns, Our Agreements
2. Complete/Post [2 team assessments](#) (voluntary/non-voluntary teams)
3. Read (**The Fable, pgs. 1-184**) [The Five Dysfunctions of a Team](#), P. Lencioni, 2002
4. With your learning partners, determine approach to research project (assigned leader competency)

Class 5 (10/8) Leading Teams & Systems of Organizational Effectiveness

- 6 Systems of Organizational Effectiveness (Chapter 7 cont.)
- High Performing Work Teams – the 5 essentials (5 D model)
- Your team assessments – implications for leaders & leadership systems

Assignments

1. Author/Post: Taking Stock – **journal entry #5**. Focus: My team experience/my role
2. Read (**The Model, pgs. 185-222**) [The Five Dysfunctions of a Team](#), P. Lencioni, 2002
3. Read Switch (**chapter 1**) @ <https://heathbrothers.com/member-content/switch-chapter-one/>
4. Listen to Switch summary @ <https://heathbrothers.com/member-content/switch-16-minutes/>
5. Read 'The Inconvenient Truth About Change Management', S Keller & C. Aiken. McKinsey & Company

Class 6 (10/15) Leading through Change

- What We Know About Change – cognitive/mental models
- Switch – model for managing change
- Your Experience – implications of 2 team assessments
- Tools You Can Use

Assignments

1. Author/Post: Taking Stock – **journal entry #6**. Focus: My change experience/my role
2. Read (**Chapters 8-10**) [Mastering Leadership](#)
3. Read, 'The Type of Team Diversity You're Probably Not Paying Attention To', F. Goldminz, First Round Review

Class 7 (10/22) An Integrated Approach

- Reactive & Creative Leadership – a deeper dive (Chapters 8-10)
- Global leadership - Universal model & metrics (Chapter 6)
- Global Leader Challenge – final course assignment (paper & presentation)

Assignments

1. Author/Post: Taking Stock – **journal entry #7**. Focus: leading through change
2. **Post 2-3 recommendations** (reference materials/tools) for colleagues
3. Read (**Chapter 6**) [Mastering Leadership](#)
4. **Submit topic/2 named leaders, begin research** (Global Leadership Challenge)

Class 8 (10/29) Global Leadership Challenge

- Global Leader Challenge – assignments
- Setting Sail & Mastering Your Ship
- Raising the Collective Consciousness – colleague recommendations
- 6 Leadership practices – Spiritual Bootcamp for Leaders (Chapter 11)

Assignments

1. Read (**Chapter 11**) [Mastering Leadership](#)
2. **Global Leadership Challenge** – continue research, begin writing
3. Read 'How (Un)ethical Are You?', M. Banaji, M. Bazerman, D. Chugh, HBR, Dec. 2003
4. Read 'A New Model for Ethical Leadership', M. Bazerman, HBR, Sept-Oct 2020

Class 9 (11/5) Putting it All Together (part 1)

- Global Leadership Challenge (round 1 presentations) & colleague observations

Class 10 (11/12) Putting it All Together (part 2) final class

- Global Leadership Challenge (round 2 presentations) & colleague observations
- Global Leadership Challenge – the paper & final journal entry (due 11/23)

Assignments

1. **Global Leadership Challenge** – research/writing

Final Assignment (11/23) Paper & Final Journal entry

- Global Leadership Challenge – submit paper
- Author/Post: Taking Stock – **journal entry #8 (final)**. Focus: My level of resiliency/adapting to change, most significant impact, next steps

STUDENT ASSIGNMENTS & EVALUATION

A summary of the grading scale is below, along with the weighting used for final grading of all assignments. There are 100 points in total for the course, and the breakout of how points are derived is in the second table (GRADING ASSESSMENT).

Grading Scale

Grade	Percentage
A	94+
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76

Grading Assessment

Assignment	Graded Elements	Points
Taking Stock: My Leadership Journey/Journal	Quality of insight/introspection/awareness; Use of materials/class content – link to model, theories; Level of listening, awareness, authenticity	7 entries @ 6 pts each; final entry = 8 pts Total=50 points
Global Leader Challenge (final paper/presentation)	Reference/Use of class concepts/models; Clarity of comprehension & organization; Quality of connection to your leader journey	Paper (20 points); Presentation (5 points): Total=25 points
Contribution to the Collective (engagement)	In class contributions/participation; Raising collective learning/consciousness (with Learning Partners); Interpersonal awareness, acknowledging others, being descriptive/clear	10 classes @ 2 pts each; 1 class @ 5 pts (learning partner assignment) Total=25 points

There are three rubrics, one for each of the assessment areas above, and they're listed in order (below). Taking Stock: My Leadership Journal represent up to 50 points, which is 50% of your overall evaluation/grade.

Taking Stock – My Leader Journal rubric

Category	Criteria
Connect to Experience (integrative learning)	Synthesizes connections among life experiences (e.g. personal, work, academic, family) to deepen understanding of self and leadership; and to broaden one's own point of view
Self Awareness	Seeks to understand & articulate how one's own experiences and family of origin have shaped cultural rules/norms; uses these insights to recognize and respond to cultural triggers and biases, and their impact on one's ability to lead and inspire others
Transfer & Reflection (lifelong learning)	Takes knowledge/skills being taught in class and applies to current situations (e.j. in class, at work, in personal relationships). Insights gained provide foundation for new knowledge, personal growth, and leadership acumen
Critical Thinking	Able to identify one's own, and other, working assumptions when describing a position or perspective (written or verbal forms)
Self-Awareness (ethical reasoning)	Able to analyze, share, and discuss core beliefs and the origins of these beliefs, in context of class assignments (i.e. journaling, learning partners, class discussions)

How often do you demonstrate the above criteria in your journal entries? Points per journal entry (8 total):

- Frequently: 6 points
- Occasionally: 3 points
- Seldom/Never/Incomplete: 0 points

Contribution to the Collective/Class Engagement rubric

Contributions made to the collective consciousness and your level of engagement during class, breakout sessions and with your learning partners, represents another 25 points, thus 25% of your overall evaluation/grade.

Category	Criteria
Contributions to Group Discussions	Shares ideas & opinions. Offers suggestions/alternatives to advance the groups' discussion and collective learning
Facilitates contributions of others	Engages class colleagues in a manner that facilitates their learning and ability to contribute (e.g. restating the views of others, asking questions for clarification if unclear)
Fosters positive group/class culture	Treats colleagues with respect, conveys a positive/constructive attitude about others and our work, offers assistance/encouragement to others as needed
Empathy (cultural awareness)	Interprets experience from one's personal worldview, but welcomes other perspectives. Recognizes, or inquires about, the experiences and feelings of other cultural groups and individuals
Openness (cultural awareness)	Initiates interactions with culturally different others, develops rapport, and suspends judgment in valuing these interactions

How often do you demonstrate the above behaviors during our virtual meetings, in group break-outs and with your learning partners (triads/dyads)? Points per class:

- Frequently: 2 points
- Occasionally: 1 points
- Seldom/Never/Incomplete: 0 points

Global Leader Challenge rubric

The Global Leader Challenge is the final project – paper & presentation; which represents up to 25 points, and is the final 25% of your overall evaluation/grade.

Category	Criteria
Critical Thinking	Conclusions and related outcomes are logical and reflect student's informed evaluation and ability to identify/reference evidence and perspectives. Student's position/perspective takes into account the complexities of the issue(s) and other points of view are acknowledged within position
Information Literacy	Systematically analyzes own and others' assumptions, and carefully evaluates the relevance of context. Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth
Inquiry and Analysis	Organizes evidence to reveal important patterns, difference, or similarities related to assignment
Written Communication	Demonstrates consistent use of credible, relevant sources to support ideas/perspective. Uses appropriate, relevant content to illustrate understanding of the context; and convey the writer's understanding of the course models/theories presented
Oral Communication (presentation only)	Supporting materials (i.e., examples, illustrations, quotations from relevant authorities) make appropriate reference to information or analysis that support the presentation; and helps establish the presenter's credibility & knowledge of the theories/models

Final Paper (20 max)

(excludes oral communication)

How well did you incorporate course content/theories into your paper & presentations? Are your thoughts well organized/constructed? Do you have clear illustrations and evidence of when/how your selected leaders demonstrated the Creative competencies (or Reactive tendencies)?

- 20 points: 4/4 areas demonstrated (all)
- 15 points: 3/4 areas demonstrated
- 10 points: 2/4 areas demonstrated
- 5 points: 1/4 areas demonstrated

Final Presentation (5 max)

Were your colleagues/classmates able to follow your illustrations and learn from your work, helping raise the collective consciousness of our class?

- 5 points: Oral communication criteria fully demonstrated
- 3 points: Oral communication criteria partially demonstrated

- 1 points 2/4 Presentation made

Assignment deadlines and extensions:

Assignments must be submitted by the set deadlines. Since I block out times in my own schedule to grade your work and I work full-time outside of teaching this course, I have a policy of not accepting late work. I understand emergencies do happen so I will allow a 2 day-grace period (48 hours) IF an emergency arises that results in a late submission.

Submitting questions via email or Canvas:

Whenever you email/post a question for me, I'll ask that you also provide your best guess at the answer and your rationale, along with your question. I recognize that you are asking the question because you aren't sure of the answer; but I want to see that you've done some initial thinking about the possibilities and rationale prior to asking me the question.

ADDITIONAL INFORMATION

Academic Resources • Library and Learning Commons

<http://www.seattleu.edu/learningcommons/>

Academic Integrity Tutorial - <https://www.seattleu.edu/academic-integrity/resources-for-students/>

Support for students with disabilities

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. For disability and other learning-related needs and accommodations that you have already arranged via Disability Services, please communicate with me during the first week of class through email or Zoom. Should concerns arise at any point in the quarter, please let me know as soon as possible. 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, but have not yet arranged support services and/or accommodations, I encourage you to do so through Disability Services staff at DS@seattleu.edu or (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process. I am committed to working with you, so please do not hesitate to contact me.

Notice on Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students -

<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>

Academic policies on the Registrar website

<https://www.seattleu.edu/redhawk-axis/academic-policies/>. Be sure that you understand the following university academic policies, posted on the Registrar's website:

- *Academic integrity policy*
- *Academic Grading Grievance Policy*
- *Professional Conduct Policy*