

**Leadership Synthesis and Discernment
EXLR 5230 A**

Course Description, Learning Outcomes and Objectives:

Leadership Synthesis and Discernment presents a comprehensive framework for leadership growth. It augments business knowledge and leadership theory with intensive practices in inner reflection, and clarification of values and purpose. The objective of each practice is to enhance your relationship with self, your organization, and the world around you through:

- ◆ Development and exploration of leadership histories to clarify dominant energies guiding your experience
- ◆ Exercises in reflection, meditation, presence, and inspiration to support greater opening to the mystery of Self and the world in order to enhance your sense of purpose in life
- ◆ A learning contract and an effective leadership plan to clarify and support your goals, aspirations, and a balance of work, personal, and community life.

This course partly addresses the following program learning outcomes:

- ◆ A deepened consciousness of Self as leader.
- ◆ Superior leadership acumen (ability to influence individuals and orchestrate organizational change).
- ◆ Superior analytical and integrative competence in strategy and decision making.
- ◆ Leading with conscience and competence within the local and global Commons.

Leadership comes from within – and moves outward. Because this course concerns inner development, we rely on a trust-based learning community. Each of us must feel free to share whatever feelings and insights seem appropriate – knowing that these will be received in a supportive and confidential environment. This brings out the best in each person, enhances mentoring skills, and allows us to move deeply into the material so that you gain the most from it. As your sense of purpose grows, so will your confidence and creativity. At the conclusion of the program, you will have the vision and skills for high-impact leadership.

Class Schedule & Assignments

Date & Time	Pre- Class Reading	Discussion topics	Deliverable(s)
Session 1: August 16 1:15-2:45	Sinek, Simon (2009): <i>Start with Why</i>	Introduction to Leadership : <ul style="list-style-type: none"> • The State & Conversation of Leadership • Leadership Formation • Leadership History Assignment – Part I (handout) 	Complete pages 1-114.
Applied Formation: Interim Activity August 17-21		Developing Cohort Norms (Canvas)	Applying Sinek (Canvas) Story Search on Leadership Impact (Canvas)
Session 2: August 22 (Bastyr) 5:00-5:30		Directions for Leadership History Assignment – Part II	Due: Leadership History Preparation Part I (bring notes to class)
Applied Formation: Interim Activity August 23 - September 12			Reflecting on Your Leadership History (Canvas)
Sessions 3-4: September 13 3:30-5:30 September 14 1:45-5:30		Retracing My Leadership Journey: <ul style="list-style-type: none"> • Leadership Histories • Appreciative Inquiry • Learning Contract assignment (hand out) 	Due: 9/13 Leadership History – Part II

Date & Time	Pre- Class Reading	Discussion topics	Deliverable(s)
Applied Formation: Interim Activity September 15- October 31	The Arbinger Institute Book (2010): <i>Leadership and Self- Deception</i> Scott, S. (2017): <i>Fierce Conversations</i>		Critical Incident Analysis (Canvas) Fierceness: Your Growing Edge (Canvas)
Session 5: November 1 1:15-3:30	Audio file: D. Whyte. <i>The Three Marriages: Work, Self, and Other</i> (download instructions were sent by email)	Courageously Entering the Conversation <ul style="list-style-type: none"> • In vs. Out of the Box Thinking • The What, Why, How, and When of 'Fierce'- ness 	Due 11/1: Learning Contract (bring printed paper to class)
Applied Formation: Interim Activity November 2 - December 5	Review Audio file: D. Whyte. <i>The Three Marriages: Work, Self, and Other</i>		Your Three Marriages (Canvas)
Session 6: December 6 8:30-10:15		The Journey Within <ul style="list-style-type: none"> • Self, Work, Other • Listening to Our Lives, Honoring Our Sacred Gifts • Examining Growth Assignment (hand out) 	
Applied Formation: Interim Activity December 7 – January 2			Crafting Your Life Story (Canvas)

Date & Time	Pre- Class Reading	Discussion topics	Deliverable(s)
Session 7: January 3 8:30-10:15	Review: Sinek, S. <i>Start with Why</i> (pages 1-114).	Setting Direction <ul style="list-style-type: none"> • Discerning Purpose • Leading Strategically • Intentional Outreach 	Due: 1/3/20 Examining Growth Assignment (bring printed paper to class)
Applied Formation: Interim Activity January 4 - February 6			Historic Scavenger Hunt (Canvas Discussion)
Session 8: February 7 8:30-9:45	Read: Sinek, S. <i>Start with Why</i> pages 115-228. Review: Scott, S. <i>Fierce Conversations</i>	Leadership Influence <ul style="list-style-type: none"> • Identifying Stakeholders • Power, Influence, and Persuasion • Mapping the Influence Process 	Due: 2/7 Strategic Leadership Assignment (bring printed paper to class)
Applied Formation: Interim Activity February 8 – February 27			Partner Work and Feedback: Influence (Canvas team postings)
Session 9: February 28 8:30-4:30		Articulating my Leadership Vision	Due: 2/28 Synthesis Presentations

Course Requirements:

- 25% Presence, open and active participation (in class and interim activities)
- 20% Learning Contract
- 15% Examining Growth Assignment
- 15% Strategic Leadership Assignment
- 25% Leadership Synthesis (final presentation)

Required Resources:

Books:

- *Start With Why: How Great Leaders Inspire Everyone to Take Action* (2009). S. Sinek.
- *Leadership and Self-Deception: Getting Out of the Box* (2018). The Arbinger Institute.
- *Fierce Conversations* (2017). S. Scott

Audio File (MP3 download sent October):

- *The Three Marriages: Work, Self, & Other*. D. Whyte

Assignments Location:

All assignments are found on Canvas in Modules. The formats to turn in assignments are listed on the Class Schedule and Assignments grid above or in the instructions on Canvas.

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.

Office of Institutional Equity

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:** oiie@seattleu.edu; **phone:** 206.296.2824)