



Leadership  
Institute *of Seattle*

SELF | GROUP | SYSTEMS

**Master of Science  
in Leadership,  
Management,  
and Organization  
Development**



## Program Overview

### The Leadership Institute of Seattle

#### Program Description

*Successful leaders provide and nourish human chemistry—that special spark that distinguishes the extraordinary contributor from the ordinary employee. The elements of this elusive quality reside deeply within all of us and, in the right setting, can be discovered and developed. By taking people into previously unexplored realms, we can help them realize a wide new range of choices.*

The Leadership Institute of Seattle (LIOS) is a Master of Science in Leadership, Management, and Organization Development. LIOS was Founded in 1969 by Robert Crosby as a consulting and training organization in Spokane, Washington. In 1973, Ed Lindaman, President of Whitworth College in Spokane, Washington invited LIOS to become a Masters of Arts in Applied Behavioral Sciences. LIOS accepted and became a contract program at Whitworth. Joining Robert Crosby as the first faculty were Ron Short and John Scherer.

In 2018, for various reasons and after affiliating over the years with City University, Bastry LIOS, and finally Saybrooke Graduate School LIOS closed. Along the way in 1992, LIOS created a Corporate Leadership Program connected to Alcoa. In 2022 LIOS was rebooted as an independent college reviving and updating the ground breaking curriculum that led to the two largest Alcoa plants going from losing money to creating 1/3 of Alcoa's worldwide profit in just two short years.

LIOS is committed to excellence in the education of senior executives, managers, union officials, change agents (internal and external), organization development practitioners and other leaders. The program helps leaders at all levels learn to utilize their own strengths to bring about significant change in their work environments. It is specifically designed to help participants gain the skills and knowledge necessary to support the business strategies of their organizations. The foremost goal of the program is to help leaders acquire the strong set of interpersonal skills and deep self awareness necessary to bring an authentic and connected presence to their workplace.

This is a program for leaders and managers who want to be both supportive of and influential with others and who believe their personal development is central to achieving organizational objectives. Effective leaders are willing to suspend blame in favor of getting results and are able to keep relationships intact while giving and receiving feedback non-defensively. Such effective leaders easily initiate open dialogue and are willing to work in partnership with others.

LIOS has three core focuses:

- *Use of Self* (Developing unique presence)
- *Group Process and Intact Workgroup Development* (Boss and direct reports)
- *Whole Organization Change* (Systems thinking)

## Learning Outcomes

LIOS graduates upon completion of the program will achieve the following *learning outcomes*:

The program uses those three core focus areas to develop four essential elements of leadership and change:

- *Balanced Leadership*—Graduates learn how to use their authority to walk a narrow path between the twin pitfalls of dictatorship and abdication.
  - The graduate will be able to lead and navigate their unique situation with confidence and clarity.
- *Essential Interactive Skills*—The graduate is able to communicate effectively with their bosses, peers and those who work for them.
  - The graduate will be able to adeptly work up, down, and across the organization with a wider range of people and mindsets.
- *Effective Teamwork*—The graduate will be able to create healthy, well-functioning work groups which are the backbone of organizational success.
  - Graduates will be able to help workgroups work better together and meet their goals.
- *Sustaining Change*—Graduates, on a daily basis, make sustaining change a normal (and essential) part of their routine.
  - Graduates will be able to navigate in changing environments, while staying connected to goals, people, and the environment.

In this program, graduates will learn practical skills they can use immediately in their work environment. Graduates will become proficient in implementing advanced methods for:

- Developing learning cultures within their organizations
- Applying systemic thinking to workplace issues
- Leading large-scale change interventions tied to measurable goals
- Managing conflict creatively
- Leading teams toward higher productivity while maintaining a humane working environment
- Balancing management authority with employee involvement.
- Managing projects and other cross-functional work
- Coaching individuals to develop their full capacity and to effectively resolve problems
- Improving on-the-job work processes
- Creating effective groups
- Applying a wide range of process consulting interventions

# Program Course Descriptions

## **LOD 501 - Theory and Practice of Organizational Membership**

Focuses on the development of fundamental interpersonal communication skills, self-awareness and effective participation in groups from the member role. Students learn the skills required to be self-defined, self-correcting, open learners and leaders by participating in their first of three formal “skill groups” (see LOD 506 and LOD 507). (3 cr)

## **LOD 502 - The Self in the System**

Overviews the seminal theories of individual counseling and coaching with an emphasis on humanistic approaches. Students as coaches learn how to develop an open, authentic relationship with the “client.” This is the first of two courses focused on one-to-one coaching and helping skills (see LOD 508). (3 cr)

## **LOD 503 - Resolving Conflict in Organizations**

Examines methods for resolving interpersonal conflict both as an individual participant in conflict and as third party to others in conflict. Students are taught theories of conflict formation, methods of interpersonal conflict resolution, and models of third party conflict resolution. (3 cr)

## **LOD 504 - Teamwork in Critical Projects**

Prerequisites: LOD 501, 502 and 503. Studies effective participation in major organizational problem-solving efforts from the team member role. Students participate in a comprehensive and intensive problem-solving process that helps organizations rapidly resolve critical problems. (3 cr)

## **LOD 505 - Organizational Strategies**

Prerequisites: LOD 501, 502 and 503. Prepares students to successfully implement organizational strategies by creating and maintaining effective work teams to achieve organizational goals. Seminal theories of the key ingredients of work team effectiveness are presented in conjunction with a rigorous experiential activity where several “companies” compete in a structured “marketplace” activity. (3 cr)

## **LOD 506 - Group Dynamics and Development**

Prerequisites: LOD 501, 502 and 503. Focuses on students’ facilitating effective interpersonal interactions and group processes in their second formal skill group experience (see LOD 501). Theories of group development, small group dynamics, and elements of systemic interaction are presented. (3 cr)

## **LOD 507 - Theory and Practice of Organizational Leadership**

Prerequisites: LOD 501, 502 and 503. Examines effective leadership of small groups and teams. Leadership theories are presented, and students lead small groups, under faculty supervision, in their third formal skill group experience (see LOD 501 and 506). (3 cr)

### **LOD 508 - Dialog and Coaching**

Prerequisites: LOD 501, 502 and 503. Emphasizes the action phase of the coaching and helping process as the second of two courses about one-to-one coaching and helping skills (see 502). Students coach “helpees” to apply their deepened understanding about themselves and their relationships to move toward more effective behaviors and problem-solving actions. (3 cr)

### **LOD 509 - Organization and Social Change**

Prerequisites: LOD 501, 502 and 503. Presents principles and dynamics of organizational change. Students learn to manage the critical balance between authoritarian and consensus styles of leadership when implementing change with an emphasis on employee involvement through democratic leadership. (3 cr)

### **LOD 510 - Managing Critical Projects**

Prerequisites: LOD 501, 502 and 503. Considers two primary elements of project management: organizational problem-solving efforts and diversity in organizational systems. Students bring complex problems involving cross-functional work from their own organizations and learn how to lead groups through analytic and problem-solving activities. In addition, students participate in discussions and experiential activities related to understanding and resolving issues of Social Justice, Equity, Diversity and Inclusion. (3 cr)

### **LOD 511 - Management and Supervision**

Prerequisites: LOD 501, 502 and 503. Focuses on leading work teams and organizations to achieve business goals by balancing task and relationship issues. Students clarify their personal theory of leadership and work in teams to create the management structure of an organization, develop its goals and objectives, perform as leaders of the organization, and form work groups to implement these goals. (3 cr)

### **LOD 512 - Sustaining Change**

Prerequisites: LOD 501, 502 and 503. As the final course in the curriculum, emphasizes sustaining organization change by achieving second order outcomes. Team-oriented methods, systemic approaches to organization alignment, and increased work team autonomy are examined and applied to case study examples from students’ workplaces. (3 cr)

## **Additional Course Work**

**CS1 - Case Study I**

**CS2 - Case Study II**

**CS3 - Case Study III**

**CS4 - Case Study IV**

Prerequisites: LOD 501 and 502. Focuses on the student's application of skill and theory related learning in the curriculum in the work environment. Students document their experience as change agents and leaders in four papers over the course of two years by describing interventions (three unplanned and one planned) in a structured format. These papers are then revised for inclusion as Chapter Three of the each student's Capstone Master's Case Study Project (see MCSP).

### **TIP - Theory Integration Paper**

Prerequisites: LOD 501, 502 and 503. Concentrates on the student's ability to demonstrate in writing a thorough comprehension of the theories presented in the curriculum as part of the process of developing the student's own theory of leadership. This paper becomes Chapter Two of the student's Capstone Master's Case Study Project (see MCSP).

### **MCSP - Master's Case Study Project (MCSP)**

Prerequisites: LOD 501, 502, 503, CS1-CS4, TIP. Your capstone project paper. As the culminating project of the curriculum, demonstrates the student's ability to integrate program theory with practice, to arrive at some individual conclusions about leadership, management and organizational change, and to identify the personal impact the program has had in the student's work and personal life. This formal paper (approximately 45-60 pages in length) is written using APA format. (1 cr)