

Notification of Request for Authorization under the Degree-Granting Institutions Act

Date posted: February 27, 2025
Institution: Leadership Institute of Seattle
Nature of request: Initial authorization to offer degree programs in Washington State
Proposed program: Master of Science in Leadership, Management, and Organization Development
Location: Seattle (specific address to be determined)

Background:

Leadership Institute of Seattle is a new private, non-profit university.

Nature of the review:

Prior to granting authorization to offer degree programs in Washington State, the Washington Student Achievement Council/Degree Authorization reviews elements such as institutional infrastructure, financial solvency, administrative staff qualifications, program outcomes, course requirements, method of course delivery, faculty credentials, and student services.

Information on the additional programs can be found at the end of this notice.

Timeline:

WSAC will accept comments on this application until March 27, 2025.

Any individuals with knowledge that may indicate the institution and/or the program does not meet the authorization requirements of WAC 250-61 are requested to submit comments to: [Degree Authorization](#). Please note that comments may be shared with the institution requesting authorization and may be available to the public under Washington State law.

If you would like to know more about the current law and regulations that govern the program, they can be found at the following links: the statute is [Chapter RCW 28B.85](#) and the regulation is [WAC 250-61](#).

Master of Science in Leadership, Management, and Organization Development

The Leadership Institute of Seattle (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 Requirements

<i>First Year Curriculum</i>		
LOD 501	Theory and Practice of Organizational Membership	3
LOD 502	The Self in the System	3
LOD 503	Resolving Conflict in Organizations	3
CS1	Case Study I	
LOD 504	Teamwork in Critical Projects	3
CS2	Case Study II	
LOD 505	Organizational Strategies	3
LOD 506	Group Dynamics and Development	3
First Year Credits		18

<i>Second Year Curriculum</i>		
LOD 507	Theory and Practice of Organizational Leadership	3
LOD 508	Dialog and Coaching	3
CS3	Case Study III	
LOD 509	Organization and Social Change	3
CS4	Case Study IV	
TIP	Theory Integration Paper	
LOD 510	Managing Critical Projects	3
LOD 511	Management and Supervision	3
MCSP	Master's Case Study Project	1
LOD 512	Sustaining Change	3
Second Year Credits		19
Total Credits for Degree		37

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)