

A Conversation with Alan Mulally

Marilyn E. Gist, PhD

This summer, **Dr. Marilyn Gist**, Associate Dean for Executive Programs, had an opportunity to sit down with Alan Mulally, former President and CEO of Ford Motor Company. On **October 28, 2015**, Alan will speak as part of the Albers Executive Speaker Series. On **October 30, 2015**, Alan will be presenting a one-day workshop to representatives of Seattle University and Center for Leadership Formation (CLF). In light of these engagements, and consistent with the theme of this issue of *InSights*, Alan and Marilyn spoke about leadership and impact. Alan's complete bio is on page 4.

CLF: Let's start with philosophy, Alan. Many business leaders execute well on corporate goals. However, a few seem to recognize that leadership competence can be deployed in significant ways beyond traditional expectations. By choice, they have a large impact on the community, society, innovation, and/or the business itself, but beyond traditional metrics. Do you think impact should be an important consideration for leaders? If so, why?

MULALLY: That's a really interesting question. My first thought about impact involves "all the things we have done" over my personal and professional life — things that were so compelling because of their impact on people. I frame it this way because my thinking shifted over time from "I to we" and "me to service." All of our work focused on service. This goes as far back as youth when I had a paper route, delivered the *TV Guide*, had a lawn mowing service, and served as a bagger and checker at our local grocery store. For example, even though the early *TV Guide* delivery seems like a small thing, it was at a time when people had no other resource to learn what was on television, so the *TV Guide* was very



important to them. I focused on serving them as best I could — making sure it was delivered on time, up on their porch out of the rain, and so on. This focus on service continued through every job I had, including serving on Boeing's various airplane programs and then leading Boeing and Ford. The positive impact on economic development, energy independence, and environmental sustainability around the world has been significant.

Continued on page 4



LETTER FROM THE DEAN

This edition of *InSights* focuses on the **Impact** of our Executive Leadership (ELP) and Leadership EMBA (LEMBA) programs. This is the 18th year of our ELP and the 10th year of the LEMBA program, and the articles that follow will show a remarkable impact on business and non-profit leaders from our region and in turn on the Puget Sound community. We have highly accomplished individuals enrolling in these programs and they consistently go on to do remarkable things. It's no exaggeration to say that in the last decade or two, this is the most impactful program offered by Seattle University and, adjusted for number of graduates, the most impactful academic program in the region. On a *per capita* basis, the achievements of the program alumni are exceptional.

You don't have to take my word for it! Just read what follows and you can make up your own mind.

What is also special about these programs is how they align so well with the Seattle University mission. The mission speaks to *empowering leaders for a just and humane world*, and that is exactly what happens in ELP and LEMBA. Just as important, because of the positions and influence that program alumni hold, they can immediately go out into their organizations and communities and have major impact.

I not only want to acknowledge our ELP and LEMBA alumni for everything they have accomplished to strengthen our community, but I also want to salute the faculty and staff who work in the program. They do fantastic work with these students to help them realize their potential as *leaders for a just and humane world*.

To those of you who are alumni, I hope you will be able to join us on October 30th when Alan Mulally will be joining us for the 2015 Stoking the Common Fire event!

Sincerely,

Joseph M. Phillips
Dean, Albers School of Business and Economics

What's Inside

Leadership Impact:
Formation and Fact / 3

Trendwatch / 9

Impact as Defined by
Others: Accolades / 10

Internal Innovation:
Driving Organizational
Improvement / 12

The Capstone
Challenge: Solving
E^c = CC + I + E + CM / 14

Business Leaders
Changing the Lives of
Others: Deep Impact / 16

Upcoming Events / 20

Center for Leadership Formation Staff

Dr. Marilyn E. Gist
Associate Dean, Executive Programs;
Professor, Department of Management;
Executive Director, Center for Leadership Formation

Cindy Hamra
Associate Director

Sommer Harrison
Manager of Graduate Programs Outreach

Lorri Sheffer
Programs Manager

Center for Leadership Formation Fellows

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Fabrication, The Boeing Company



Leadership Impact: Formation and Fact

Marilyn E. Gist, PhD

In the Center for Leadership Formation (CLF), we differentiate leader effectiveness from leader impact. As seen through the eyes of others, leader effectiveness refers to the degree of success or failure a leader has in a particular role. For example, presidential approval ratings indicate how well (or poorly) the public believes a current president is doing in the job. Leader effectiveness is necessary for strong impact, but it is not sufficient. High-impact leaders go beyond competence. Their *legacy* advances organizations, cultures, or causes in important ways. They leave an indelible *footprint* that others recognize and follow. Something *significant changes* because they came along. Naturally, we are interested in positive impact, but we acknowledge that leaders can have a negative impact, too.

When asked whom they consider to be a “great leader,” executive students typically recall leaders whose legacy is vast, such as Mahatma Gandhi, Martin Luther King, Jr., Winston Churchill, or Nelson Mandela. In our interview with Alan Mulally, we feature a high-impact corporate leader, illustrating the relevance of this concept to the business world, too. Because businesses and their leaders can have a large impact on society, it is important that this impact be constructive. So our programs have long focused on

carefully positioning executive students for beneficial, high impact. This issue tells part of the CLF story – both in terms of how we advance leader formation, and the types of results our alumni achieve.

FORMATION

It is challenging to fully describe “how” we accomplish our goals, yet students and alumni recognize that our curriculum is unique. To an extent, that is because we offer a Jesuit education. As Seattle University’s mission statement indicates, we are actively involved in educating the whole person (heart and soul, as well as intellect), in professional formation, and empowering leaders for a just and humane world. Carrying that through to business, “The Albers School develops

exceptional business leaders who are values-driven and committed to advancing the common good.”

In CLF, we are intentional about several things. First, we provide *experiences* that challenge students to face not only business issues, but societal issues that are affected by business operations, and by their own professional and personal decisions. We do cover the issues commonly addressed in business school (e.g., drivers of profitability, strategy formation, globalization of markets and supply chains, sustainability). We also cover issues often ignored or minimized, such as: how organizational culture affects employees, what responsibility businesses have to enhance communities in which they operate, what is fair vs. excessive profit, what is a leader’s responsibility, as a privileged citizen of a community, to aid its most vulnerable citizens, and so on.

Importantly, we do not provide dogmatic answers to these questions, but we do provide a structure that requires executive students to explore



Continued on page 8

Mike Butler
President of Operations & Services, Providence Health and Services

Dan Dixon
Senior Executive & Vice President of Public Affairs, Providence Health & Services

Mike Ehl
Director of Aviation Operations, Port of Seattle

Brad Harlow
CEO & President, PhysioSonics

Aaron Howes
Vice President, Risk Management & Insurance, Expeditors International

Steven Huebner
Owner, Huebner Advisory, LLC

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Founder, Forum Solutions, LLC

John Milne
Founder & CEO, Avnew Health

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President, McKinstry

Sarah Patterson
Executive Vice President & Chief Operating Officer, Virginia Mason Medical Center

Chris Rivera
President & CEO, Washington Biotechnology and Biomedical Association

Catherine Walker
Senior Vice President & General Counsel, REI

Dan Wall
President, Global Products, Expeditors International of Washington

How do you affect others? How do they feel after interacting with you? What do they remember from your interactions? What about you do they want to incorporate into their own behavior?

The second way I think about this question is in terms of the impact of a leader on individuals, groups of individuals, and all the stakeholders in the enterprise, and how important positive impact is. To do anything in this world, all we have are the hearts and minds of people. This is **so** important because peoples' hearts and minds are what drive action and encourage working together to make important, impactful contributions. A common theme in terms of impact is that getting people together has the largest possible impact. If we can do that, we find out first that we have more in common than not. Also we can align what we are doing with a strategy for achievement and service to mankind.

It starts with the smiles of the people we talk to. For example, how do you affect others? How do they *feel* after interacting with you? What do they remember from your interactions? What do they want to incorporate about you into their own behavior and work, and therefore extend the effect to others? If you want to do great things, and you need and want the hearts and minds of people, then how you impact them is so very important. Most of us have been in organizations where we were fully involved, "all in". We felt valued and thanked, and appreciated so much the opportunity to contribute and grow.

CLF: It's probably safe to say that many executives operate differently.

As a leader, you are known for your "Working Together" principles and practices. You establish a compelling vision and comprehensive strategy and plan for your organizations, and use a rigorous process of reviewing plan and performance frequently – the "Business Process Review." However, your management approach also relies on collaboration and transparency. Those terms are widely used, but you seem to go beyond what many others do. What personal values/philosophy inform your approach to leadership? Can you tell us how those were formed and how you execute so well on collaboration?

Continued on next page

ALAN MULALLY served as president and chief executive officer of The Ford Motor Company and as a member of Ford's board of directors from September 2006 – June 2014. Mulally was named #3 on *Fortune's* "World's Greatest Leaders" in 2014, joined Google's board of directors in July 2014, and the board of directors of Carbon 3D in May 2015.

Mulally led Ford's transformation into one of the world's leading automobile companies and the #1 automobile brand in the United States. He guided Ford in working together on a compelling vision, comprehensive strategy, and implementation of the "One Ford" plan to deliver profitable growth for all the company's stakeholders. Prior to joining Ford, Mulally served as executive vice president of The Boeing Company, president and CEO of Boeing Commercial Airplanes,

and president of Boeing Information, Space and Defense Systems.

Throughout his career, Mulally has been recognized for his contributions, industry leadership, and service, including being named one of the 30 "World's Best CEOs" by *Barron's* magazine, one of "The World's Most Influential People" by *Time Magazine*, and "Chief Executive of the Year" by *Chief Executive* magazine. He was also honored with the American Society for Quality's medal for excellence in executive leadership, the Automotive Executive of the Year, and the Thomas Edison Achievement Award.

Mulally serves on President Obama's United States Export Council. He served as co-chairman of the Washington Competitiveness Council, and has served on the advisory boards of the National Aeronautics and Space

Administration, the University of Washington, the University of Kansas, the Massachusetts Institute of Technology, and the United States Air Force Scientific Advisory Board. He is a member of the United States National Academy of Engineering and a fellow of England's Royal Academy of Engineering. Mulally has also served as President of the American Institute of Aeronautics and Astronautics and as Chairman of the Board of Governors of the Aerospace Industries Association.

Mulally holds Bachelor and Master of Science degrees in aeronautical and astronautical engineering from the University of Kansas, and a Masters in Management from the Massachusetts Institute of Technology as an Alfred P. Sloan Fellow.

MULALLY: I think this gets to what I believe is the “purpose of life.” I was introduced early on, by my parents, educators, and positive leadership role models, to a set of fundamental beliefs and values that have become deeply ingrained in who I am. For example, the purpose of life is to love and be loved – with the first of those being the most important. Other principles they taught me include:

- To serve is to live.
- Life is good.
- Be happy now.
- Let it go.
- Make a positive difference.
- “**That man**” is you.
- Thank you.

The essence of those fundamentals led to a point of view about the dignity of the human being and our purpose. We are each creatures of God, and we should be doing those things. So the way I interact and work together with everyone comes from this point of view.

The one important thought that enables this is “awareness.” I am often surprised and amazed at peoples’ *lack* of self-awareness. That can happen for a variety of reasons (e.g., survival

instinct, competition, business, “me first” concerns, etc.). But again, it is so important and impactful to make the personal journey from “I to we” and from “me to service.”

A while ago, we identified in the business world that collaboration is a superior management style compared to the old “command and control” model. So a lot of people think that, because we’ve talked about it for a while, we are done and should move on. But the truth is we are just getting started. *Real* collaboration and working together is the most important impact opportunity we have today.

Every interaction we have with another person has an important impact! As leaders, we have the opportunity to meet as many of our stakeholders as possible. Our impact on people amplifies when we meet face to face, and, if you have a positive impact on people, it multiplies your ability to get **big** things done. This is the kind of leadership we all want to be around. It makes us feel the true satisfaction of contributing, being alive, appreciated, and loved. What’s important though is that we, as the leaders, have to *believe*

and feel it; you can’t fake it. Authenticity is most significant, and you can’t fool anyone.

CLF: This is very consistent with advice from Pope Francis that we must be mindful of the “diseases of leadership.” He enumerated 15 of them in a speech to the Curia (December 22, 2014). His list includes thinking we are “indispensable,” rivalry and vainglory, glumness and grumbling, hypocrisy, closed circles, indifference to others, etc. It is noteworthy that, last year, *Fortune* magazine ranked *both* of you among three greatest leaders in the world (with Andrea Merckel being the other one). Given this recognition, what do *you* believe are the most impactful contributions you’ve made as a leader? Would you briefly describe how you accomplished them?

MULALLY: Well, first, I would include delivering the *TV Guide*, my paper route, lawn service, and being a grocery store bagger and checker. Those may sound trivial, but I recall them because of how I saw them impact the people I served. That led

Continued on page 6



A Conversation with Alan Mulally

Continued from page 5

me to develop an approach where I was always innovating and service-focused.

Next would be all the new airplane programs I supported at Boeing, and contributing to saving Boeing after 9/11. Who would have thought a commercial airplane would be used as a weapon? Boeing had delivered 680 airplanes the year prior and delivered 280 airplanes the year after – indicative of the significant cuts in revenue from this. Very few companies can survive this reduction in demand. Unfortunately, surviving required significant layoffs. This was a situation where *not* taking action actually would have been taking action. You hate to do that, but you have to move decisively because you have to save the company itself. In a similar vein, saving Ford and creating an exciting, profitably-growing company was impactful. Both businesses were able to thrive again, providing great products and services, and careers for so many people around our world.

I think a very significant part of how we were able to have that kind of impact was by further developing the culture at Boeing and at Ford. There was a lot of command and control in the culture. There was also a culture of, “Don’t bring a problem to the boss without a solution.” This fosters fear and intimidation in a culture. If people think they can’t bring a problem to you, then everyone is left trying to manage a secret.

So we moved from allowing managers to say they already knew

what employees think to actually measuring community and employee satisfaction and paying attention to data. We created real openness to hearing feedback and creating change. We had to work at teaching people how to do this and be effective. It’s important to set out expected behaviors and have zero tolerance for violations (for example, no jokes at

people’s expense). A leader’s silence is endorsement of bad behavior, and the result is that people will leave if they don’t believe in the culture. You certainly won’t have their hearts and minds fully engaged in what you’re trying to accomplish.

CLF: Can you describe a leadership failure that had a significant influence on how you lead now?

Continued on next page

Skilled and Motivated Team

WORKING TOGETHER PRINCIPLES AND PRACTICES

- ▶ People first
- ▶ Everyone is included
- ▶ Compelling vision, comprehensive strategy, and relentless implementation
- ▶ Clear performance goals
- ▶ One plan
- ▶ Facts and data
- ▶ Everyone knows the plan, the status, and areas that need special attention
- ▶ Propose a plan, “find-a-way” attitude
- ▶ Respect, listen, help, and appreciate each other
- ▶ Emotional resilience...trust the process
- ▶ Have fun...enjoy the journey and each other



This is very consistent with advice from Pope Francis that we must be mindful of the “diseases of leadership.”

MULALLY: Certainly mistakes, but I don't think of these as failures but as "gems" – opportunities to learn and grow. For the example that comes to mind, I'm reminded of the story of the three stonecutters who were hard at work. When asked what they were doing, the first said, "cutting stone to make a living." The second said, "trying to be the best stone cutter I can be." The third said, "I am contributing to building a cathedral." Initially, I was focused on making a living and being the best stonecutter I could be.

After being an engineer who was constantly refining my work and continually trying to learn and grow, I was promoted to supervisor. During that first experience, I was assigned one employee. He would bring his work to me for review and approval, and I kept making great suggestions for improvement. On about the 14th suggestion for improvement, he came in and said he was quitting. I was

appalled and concerned that I'd be viewed as a failure for having my first employee quit. When I asked him if he had any feedback for me, he told me I was a nice and competent person and would probably succeed over time, but maybe I should think about what my managers were really asking me to do as a supervisor. He said something like, "it seems like you're trying to create me in your image, rather than connecting me to the bigger picture, and making sure I have the right tools and working together relations. And a couple of iterations of my work would be fine, but we passed that point a long time ago!"

It was a very important "gem" and a great lesson to have early on as a leader. And it gets back to awareness, right? If you are up to it, you can really learn. Management is so important and there is so *much* that people can learn about how to do it well.

CLF: You have graciously agreed to conduct a one-day workshop at Seattle University this fall for select organizational and educational leaders. What excites you about working with these different groups?

MULALLY: First, I have tremendous respect for our educators (beginning with my parents and running through post-secondary education). Lifelong learning is the center of everything; it drives impact and continuous improvement. Learning from experience allows us to understand, teach, and have an impact on others.

SU is a fantastic university: It connects students to what matters, focused on service and developing leadership. I am honored to be asked to share my leadership journey, experiences, and learnings, and am really looking forward to this!

I also am looking forward to learning what the faculty and administrators think about our Working Together principles and practices, and what they may want to incorporate going forward. I am thrilled to possibly help enhance and augment the knowledge around leadership and management.

CLF: Looking out another 10 years, do you hope to continue or expand your leadership legacy? If so, what would you like to see?

MULALLY: Yes. That's why I'm here right now. I have a desire to positively impact as many people as possible by advancing management and leadership science and practice a bit. Working together, we can really make an impactful contribution. Thank you!

Dr. Marilyn E. Gist

Marilyn E. Gist has more than 20 years' experience in the field of executive development. She is presently Professor of Management and Associate Dean for Executive Programs, Albers School of Business and Economics, Seattle University. In addition, she serves as Executive Director of the Center for Leadership Formation providing academic direction for the executive degree and certificate programs.

Prior to this, Marilyn held the Boeing Endowed Professorship of Business Management at the University of Washington, where she was also the Faculty Director for Executive MBA programs for many years. In addition to her academic roles, she has served in management positions in the public and private sectors, and had extensive consulting experience.

Marilyn is an internationally recognized scholar. Her research emphasized confidence-based factors in motivation and training and leadership assessment and development. She has over 25 publications in leading scholarly outlets. *Google Scholar*, which monitors how often a publication has been cited by other scholars, provides one measure of the quality or importance of a person's work. It shows that Marilyn's work has been cited roughly three thousand times in articles and books that were published subsequently by other people. Her current publications include "Developing Dual-Agenda Leaders" (co-authored with Professor Sharon Lobel) in the 2012 *Journal of Corporate Citizenship*, and "Self-Efficacy" (co-authored with Angela Gist) in the 2013 *Oxford Bibliographies in Management*.

Marilyn earned her BA from Howard University and her MBA and PhD from the Smith School of Business at the University of Maryland, College Park.



Leadership Impact

Continued from page 3

these types of issues in ways that are “up close and personal.” As Peter-Hans Kolvenbach, S.J., noted, “When the heart is touched by direct experience, the mind may be challenged to change. Personal involvement with innocent suffering, with the injustice others suffer, is the catalyst for solidarity which then gives rise to intellectual inquiry and moral reflection.”

Concurrent with direct experience, our faculty provides *inspiration*. They expose our students to visionary ideas and images of a more “just and humane world,” in the language of Seattle University’s mission statement. The landscape of this exposure is both external and internal. For example, we illustrate societal injustices and offer contrasting perspectives on what a more “just world” might involve. We also use story and literary metaphor to reflect human achievement and social commitment. Importantly, we inspire students to imagine themselves making significant contributions.

Yet these elements merely provide the content for our programs. To this we add a structure of *continuous reflection*, and, ultimately, a *call to action*. Throughout the program, students are confronted with their own values and challenged to reconcile the initial beliefs they hold with new ideas and experiences they are given. As their inner terrain adapts, they form a stronger personal identity — more confident and clear about who they are and where they stand in terms of personal values. Finally, as they grow comfortable in this, we issue calls to action. We ask what matters to them, how they will use their education, and what they will accomplish as leaders

“When the heart is touched by direct experience, the mind may be challenged to change.”

- Peter Hans Kolvenbach, SJ

within the first few years after receiving their EMBA. As they leave, most all volunteer that their experience here was ‘transformational.’ And while we had no predetermined template for each student, we did intend a formative experience that would help them shift into high-impact leadership in a self-directed way.

FACT

As we near a decade of EMBA classes, and two decades of ELP, we have been taking stock of how well we have served our goal. There are a number of ways we have measured this. One is external validation of our programs. Others involve evidence of the accomplishments of our alumni.

In terms of external validation, a measure of our impact is the success of the program as a whole. We now total approximately 500 students and alumni of CLF. Although we are not the largest university in Seattle, we continue to attract strong applicants and students, and started an entering class of 44 this fall. Most of our alumni remain in the Puget Sound area, so their positive impact benefits this region. Yet as time goes on and transfers occur, our alumni are being advanced to other domestic regions and international posts.

Other forms of external validation include national rankings. For six years, we have been ranked by *US News and World Report* as among the Top 25 EMBA programs nationally.

There is also strong diversity in our classes, with an excellent mix across genders, nationalities, and races. Students represent a wide range of industries including manufacturing, technology, retail, professional services, healthcare, and finance, and we have long relationships with many Puget Sound businesses.

Beyond the program itself, we look most to our alumni. Promotions abound and executive titles proliferate. We are pleased, as are they, by these successes. Yet we are also observing *significant impact*. What difference are they making? What legacy are they leaving? What evidence is there that our formative efforts pay off?

To address this, we selected four indicators of impact:

- Innovation – the execution of creative ideas
- Business Product or Process Improvement
- Deep Impact on the community or social justice
- Accolades - external honors or validation

In this issue, representatives from our faculty explain why each indicator is important and how we approach it in our programs. We pair each faculty article with specific examples of alumni impact using that indicator. Unfortunately, space limits keep us from sharing many more compelling examples. However, we believe even a few examples show that the Center for Leadership Formation is just that. We produce alumni who are not only effective in their roles, but who produce significant and positive leadership impact on their organizations and our communities.

See author bio page 7

So our programs have long focused on carefully positioning executive students for beneficial, high impact.

TRENDWATCH

QUESTION: WHAT ARE SOME OF THE BEST PRACTICES YOU HAVE SEEN SKILLED LEADERS USE TO BUILD A CAPABLE AND MOTIVATED TEAM?

One extremely effective best practice that I have seen skilled leaders use is transparency. Leaders who bring transparency to their teams keep their team members motivated for both the short- and long-term. Employees are eager for information, both for the big picture of the company and in the details of how they fit in to the big picture, and effective leaders are ones that provide this transparency for them. Leaders who regularly communicate their goals and vision — whether enterprise-wide or for a small work team — and then provide progress reports against those goals will find that their employees are well informed and motivated.

Kathryn McCafferty (LEMB A '13)

Vice President, Global Training & Personnel Development, Expeditors International of Washington

Some of the best practices I have seen deployed by leaders are achieved through the environment they create when working with others. This environment is built on a learning orientation where curiosity is a key core competency that is revered and celebrated.

Why curiosity?

It fosters the following pursuits:

- It encourages people to ask why and what could be.
- It encourages people to look for trends, ideas, failures in the industry, the marketplace, and in their own organizations.
- It encourages one to explore their own leadership through both self-reflection and by asking for feedback of others to ensure they are adding value vs. inhibiting performance.
- It encourages taking calculated risks...the art of testing, trying, failing, succeeding...together.
- It creates an environment that fosters the celebration of breakthrough ideas and failures.
- It promotes diversity of thought and that all voices are welcome.

In a true learning environment new ideas are entertained and the challenging of others' ideas is encouraged with the objective of bringing the best forward in people, work products, and impact.

Michelle Clements (LEMB A '15)

Senior Vice President, Human Resources, REI

There are a number of “best practices” that I have witnessed and respect in regards to creating a capable team. I offer three that are universal and very much resonate with me. The first is communication of an outcome that binds teammates and has them feeling personally responsible. Second is an unwavering confidence in the team's ability to succeed, backed by steadfast leadership support. Last, but not least, is the practice of recognizing mini victories and successes along the way. Pausing to appreciate success only validates the value of effective teams and propels progress.

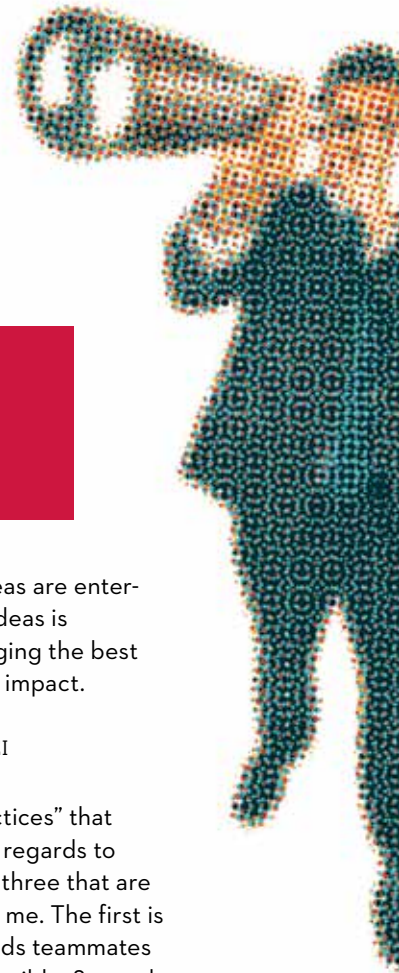
Mike Porter (ELP anticipated '16)

Vice President, Facilities, McKinstry

Iam amazed by the degree to which leadership is practiced at Costco. There is an authenticity and honesty of approach that fosters loyalty, trust and empowerment. Always doing what's right reinforces the importance of ethics and character. Our leaders have extraordinary expertise, the ability to communicate clearly, build trust, have enthusiasm and a sense of humor, and create common purpose allowing creativity within a framework of the quality, value-based, disciplined approach of keeping it simple and maximizing efficiencies. The commitment to teaching and the priority of growing the next generation of leaders perpetuates our culture while allowing for adaption and change, all grounded by clarity of purpose.

Jackie Frank (ELP '99)

Vice President, Real Estate Development, Costco Wholesale



Impact as Defined by Others: Accolades

Sharon Lobel, PhD.

When I set out to write this reflection on accolades, I Googled the term and was surprised to discover that the Seattle/King County official marketing organization—Visit Seattle—has a webpage entitled “Seattle Accolades”¹. For 2015, these include:

- Seattle ranks #8 most walkable city, Redfin
- Seattle ranks #1 in U.S. to find a job, Wallet Hub
- Seattle ranks #1 fastest-growing big city in the U.S., U.S. Census Bureau
- Seattle ranks #1 in highest job growth for small businesses in the U.S., Paychex IHS Small Business Jobs Index
- Seattle ranks #2 in the nation for best hotel wifi, Hotel WiFi Test

Missing from this page is the sorry fact that we are #5 in terms of traffic congestion in the U.S. according to TomTom². Whether in relation to Seattle or to the Center for Leadership Formation, we certainly love to tout national rankings that validate our distinction; but it’s clear that what we mean by *accolades* is broader than simply ranks conferred on us by external judges.

of accolades brings to mind an award or privilege granted as a special honor or as an acknowledgment of merit.

In both the Executive Leadership Program (ELP) and the Leadership Executive MBA (LEMBMA), we seek to develop or “form”, consistent with our Center name, students and graduates whose impact will be embraced by the larger community. We focus on moving from effectiveness to impact, in a variety of spheres, whether business, community, professional, personal, or some combination thereof. As you will note in other articles contained in this issue of *InSights*, students learn about the idea of the commons — the greater good — and throughout our programs, we foster a strong culture of concern for the commons as a way of doing business.

This concept of impact and of improving the community (broadly



different kind of accolade — externally-identified awards that recognize excellent performance.

Accolades in the personal sphere, or within the program, model the concept of embrace stemming from the Latin origin of the word “*accolade*” (as noted above). The most significant examples of such personal accolades are the support and caring

that we — students, staff, faculty, and alumni — can offer to others because they provide the foundation for each one of us to take on challenges that lift us out of our comfort zone and contribute to our leadership development and impact. Personal, or intra-program accolades may also manifest as verbal acknowledgements of the gifts and talents that we see in one another. For example, a comment on a paper or on a course evaluation, a note from a student or an email from a faculty member, a nomination to speak on behalf of a cohort, or a story that recounts how a team regrouped.

In the context of leadership formation, accolades from external sources recognize the program’s success in developing effective leaders and our graduates’ success in leaving a lasting impression through their positive influence on others.

Indeed, the Latin origin of the word “*accolade*” stems from *ad + collum*, literally to embrace around the neck. Historically, the accolade of knighthood was conferred with an embrace that later evolved into a “light touch on the shoulder with a sword.”³ A more contemporaneous definition

defined) frequently generates accolades. During the program, we focus on accolades as a means of building a network of successful, caring individuals who support one another’s growth, in turn growing student confidence. As a result, after the program, we can look to a

Notably, such verbal accolades bring about actual physiological responses in the other as evidenced in research conducted by two neurobiologists from MIT and Harvard Medical School.⁴ They confirmed that positive evaluation of the self by others lights up the same

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parts of the brain that are activated by receiving monetary rewards. The simple truth that sincere praise can be just as significant in many cases as material rewards seems to elude too many managers. Such a culture of private accolades within the Center for Leadership Formation — “embracing” in the original meaning of the term — reinforces a standard of behavior we expect leaders to role model in their own settings.

Accolades from the public sphere manifest differently, because they are external, other-identified rewards that recognize excellent performance and/or contribution to the community or workplace. Referring again to the Latin origin of the word “accolade”, such recognition or honoring is a more public form of embrace. Accompanying this article, you will see examples of program alumni whose work has been identified by various bodies — the White House, Seattle voters, the *Puget*

Sound Business Journal — as meriting attention or extraordinary recognition. In her article on Leadership Formation in this publication, Dr. Marilyn Gist refers to such external validations of the program, giving examples including the number of graduates in the Puget Sound area, and consistently excellent *U.S. News and World Report* rankings for the Leadership Executive MBA program. The examples of alumni accolades that accompany this article are only a selection of the external validation — public recognition or embrace — of the work of individuals who have graduated from our programs and gone on to become significant contributors to the community.

How are we able to produce graduates who merit such honors? One of the recurring themes we hear from graduates of CLF is an increased confidence in themselves. Certainly graduates have gained new skills and knowledge that give them the ability to

perform more effectively in their workplaces. At the same time, graduates have been embedded in a culture where they are supported, thanked, and awakened to gifts they possess but may not have expressed before. Therefore, they also gain confidence to envision and implement original initiatives that have strong and positive impacts on their organizations and communities. These outcomes justify the more traditional form of accolades granted by external judges

Continued on page 18



ALUMNI ACCOLADES

Dan Wall - Opportunity Knocks

Dan Wall (LE MBA '08) is President, Global Products at Expeditors International of Washington. For his MBA Capstone project, Dan created a program called Opportunity Knocks, an internal program to provide opportunities and strategic career development to high school students from disadvantaged backgrounds. The program, adopted by Expeditors in July 2008, has since been recognized by President Obama. Expeditors has since launched Opportunity Knocks for Veterans.

Stephanie Bowman - Commissioner, Port of Seattle

Stephanie Bowman (LE MBA '09) was elected to the Port of Seattle Commission in 2013. The Commission is a five-member board which oversees the \$600M budget and operations of the Seattle-Tacoma International Airport, the Port's marine shipping terminals, Bell Harbor Conference Center and

Fisherman's Terminal. Stephanie is also the Executive Director of Washington ABC, a statewide non-profit organization which promotes asset development for low-income families through investments in homeownership, education, savings and entrepreneurship.

Catherine Walker - Puget Sound Business Journal Outstanding Corporate Counsel

Catherine Walker (ELP '03) was selected by the Puget Sound Business Journal in 2014 as Outstanding Corporate Counsel for a private company with more than 10,000 employees. Catherine is Senior Vice President & General Counsel at REI. She served as a commissioner on the Seattle Ethics and Elections Commission for nine years, including two terms as chairwoman. She is also founding director and former President of Plymouth Healing Communities. Walker graduated from Seattle University School of Law in 1980.

Puget Sound Business Journal 40 Under 40 Nominees

Michael Mooney (LE MBA '11) was selected by the Puget Sound Business Journal as a “40 Under 40” nominee in 2012. Michael is Branch Manager in Michigan for Expeditors International of Washington. During his time at Seattle University, he co-founded ClimbOn, a nonprofit that helps at-risk and sometimes formerly homeless young adults transition into the work force.

Tonya Swick (LE MBA '11) was selected by the Puget Sound Business Journal as a “40 Under 40” nominee in 2013. Swick is executive director of the Samena Swim and Recreation Club — a community center in Bellevue, WA. During her time at Seattle University, she co-founded ClimbOn, a nonprofit that helps at-risk and sometimes formerly homeless young adults transition into the work force.

Internal Innovation: Driving Organizational Improvement

Greg Magnan, PhD



Innovation is again at the top of company concerns and agendas. A quick review of recent (2014-2015) innovation surveys by top consulting firms (e.g., PwC, Deloitte, McKinsey, HP, etc.) reveals over 90% of respondents consider innovation to be critical or very important to current organizational success. The overwhelming expectation for the future is that innovation will grow in importance. But what is innovation? And why is it so difficult?

One of the tenets designed into the ELP and LEMBA programs was a bias toward action, captured in the definitions of innovation provided by Levitt and (slightly) updated by Goleman:

Creativity is thinking up new things. Innovation is doing new things.
- Levitt, 1963

Creativity is coming up with new and useful ideas. Innovation is the successful implementation of those ideas. - Goleman, 2015

The examples of product and process improvement that accompany this article are also examples of innovation, meaning that each of these

graduates successfully implemented and executed a program that was once just a (creative) idea. You may have noticed the range of innovations, with most occurring inside an organization and several outside the boundaries of the organization. They address internal efficiency objectives, organizational growth, and industry needs. They are driven by technology and use technology to achieve objectives. They come from a variety of functional areas. They are incremental and transformational. They have value.

They are all examples of innovation. And each required change, in process, in products, and in behaviors. Five centuries ago, Machiavelli observed how challenging it can be to move from idea to implementation:

It must be remembered that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than the creation of a new system. For the initiator has the enmity of all who would profit by the preservation of the old institutions and merely lukewarm defenders in those who would gain by the new ones.
- Machiavelli, 1513

The system in which these examples of innovation occurred was producing results, and in each case there was a desire to improve upon the outcomes, and generate a range of possible ideas, and hone those ideas into proposals, which are further adapted on the journey

to implementation. Implicit in the innovation process, however, is resistance, as there are those who desire to maintain the current system, the status quo. Warren Bennis acknowledges the resistance and the role of leaders in the process:

Innovation—any new idea—by definition will not be accepted at first. It takes repeated attempts, endless demonstrations, monotonous rehearsals before innovation can be accepted and internalized by an organization. This requires courageous patience.
- Bennis, 1985

In his 2012 book, “Relentless Innovation,” Jeffrey Phillips notes two other innovation challenges. First is business as usual (BAU), the dominant business model of an organization that often relies on efficiency and cost reduction to maintain profitability. Second is the role of middle managers, whose job it is to execute the business model and deliver (predictable) results. Further adding to the pressure is the desire for public firms to NOT under or over-perform relative to analyst expectations. Transformational innovations by definition have unpredictable results. Addressing BAU, he writes:

Ever increasing focus on efficiency creates an innovation trap: the more efficient BAU becomes, the more the firm seeks to protect and isolate BAU, leading to less and less innovation. - Phillips, 2012

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**INCREASING BUSINESS COMPETITION, GROWING
COMPLEXITY OF SOCIAL PROBLEMS, AND A
(CLIMATE) CHANGING ENVIRONMENT ARE ALL
CONTRIBUTING TO THE NEED FOR INNOVATION.**

But what is innovation? And why is it so difficult?

Phillips' recommendation is to embed innovation in an organization's strategy, connected to leadership communications, organizational goals and processes, and incentive and reward systems. In a 2015 *Harvard Business Review* article titled, "You Need an Innovation Strategy," Gary Pisano is recommending the same—since innovation is at once everyone's and no one's job, organizations need innovation to be intentionally included in their strategies, so people and processes are appropriately resourced and measured. The variety of questions surrounding innovations—sources, involved functions, level of impact, and scale, to name a few—require that the options and inherent trade-offs be directed by strategy.

And that's about as top-down as it gets. But what about bottom-up innovation? Yes, we need that, too. And most agree that both are necessary for success. The highlighted stories of our alums are also a mix of top-down and bottom-up...and I wouldn't expect anything different. Some are supporting major strategic initiatives, while others are the result of an individual being observant, identifying a need, learning more and generating ideas, selecting and adapting the idea, and building a coalition for implementation.

The 'cultural permission' an organization bestows to those willing to scout and address challenges is a critical piece of the puzzle to facilitate bottom-up innovation. Related is the support for informal information exchanges within the organization, as the communication of new information, ideas and resources enables the combining of ideas into new solutions. The role for leaders (and middle

Continued on page 18

ORGANIZATIONAL INNOVATION: STUDENT & ALUMNI WORK

Cindy Snyder - Driving and Leading Innovation

Cindy Snyder (LE MBA '13) joined the Executive Leadership Program in fall 2008, as a nominee of Delta Dental of Washington (DDWA) (formerly Washington Dental Service). Committed to pursuing a graduate degree, Cindy returned to complete the Leadership Executive MBA in the spring of 2012. For her Capstone project, Cindy recommended to Jim Dwyer, CEO of DDWA, that the organization create a Department of Innovative Services, designed to consolidate and improve focus on innovation and creativity during a time when the healthcare landscape was changing rapidly. Jim agreed and Cindy became Director of Innovative Services at DDWA effective January 2014. She's since been promoted and is now Vice President, Innovative Services and Provider Relations at DDWA.

Jeff Hoevet - Rethinking Parking at the Port of Seattle

Jeff Hoevet (LE MBA '13) has a philosophy: every year, he tries to find enough money in savings to justify his job as Senior Manager, Airport Operations at the Port of Seattle. For his Capstone project, Jeff identified an underused parking lot managed by the Port. Working within the Port, Jeff proposed and executed a plan by which this underused facility would become a discounted parking option for customers, made possible by utilization of a high-frequency transportation service, which was unrivaled in the market. This change allowed the Port of Seattle to better leverage the existing space and make it drive revenue.

Stephanie Gard - BECU Affinity Partnerships program

When **Stephanie Gard (LE MBA '14)** started the EMBA program, she was a Senior Project Manager for BECU, a Seattle-area credit union. For her Capstone project, Stephanie established

the foundational components of a new program supporting a key strategic initiative at BECU. The new Affinity Program was designed to expand BECU's membership on a national scale by establishing strong relationships with large employers with an office presence in Washington state. The Affinity Program took effect shortly after Stephanie graduated in June 2014, and in September 2014, she was promoted to become BECU's first Affinity Partnerships Director.

Chris Jonsson - The Bra Shop & Citrine Health

When **Chris Jonsson (HE MBA '13)** started work on her Capstone project, she was serving as a member of the board of Citrine Health, a non-profit in Everett, WA. Citrine had been approached by Providence Regional Medical Center in Everett, identifying a gap in services: the longtime provider of mastectomy bras for women with breast cancer was retiring. Working with Citrine's executive director and dedicated staff, Chris went about finding a way to provide a similar service. In order to get such a service up and running within Citrine, Chris and the staff executed on several significant initiatives: they were able to secure gently-used product from the American Cancer Society; they raised money via a capital campaign to secure physical space; and Citrine Health staff began the extensive process of becoming certified mastectomy bra fitters. In May of 2015, Citrine secured accreditation from the Board for Orthotists/Prosthetists, allowing it to become a Medicare- and Medicaid-approved vendor in August 2015, and paving the way for partnerships with private insurers. The Bra Shop now provides low-cost or no-cost mastectomy bras in the Everett, Washington area.

THE CAPSTONE CHALLENGE:

Solving $E^C = CC + I + E + CM$

Steve Brillong, MBA

How are you at solving complex equations? Let's start with the one we ask our EMBA Capstone students to solve: $E^C = CC + I + E + CM$. To be fair, we need to decode the letters: $EMBA^{Capstone} = Core Curriculum + Innovation + Entrepreneurship + Change Management$.



Why represent Capstone as an exponential you ask? Because it powers the core EMBA curriculum to another level of understanding by bringing “real life” to what the students have been studying in the classroom. In this class, students are asked to focus on something that will stretch their leadership capabilities to solve real problems and exploit new opportunities, make a significant contribution to their organization or the community at large and utilize some of the new skills they have acquired through the EMBA program.

Almost half of this year's class chose to develop a business plan for a new venture. Projects ranged from something they may have been dreaming about doing someday to leveraging a capability within their company that has broader market appeal to simply trying to put their toe in the water on discovering what it would take to bring a new concept to market. Maybe the reason behind this popular choice can be traced back to the Seattle water we drink every day—from the Costco “treasure hunt” to the new package arrival from Amazon. While most ideas generated in the class will not ultimately see the light of day, our students develop a better

understanding of all the critical aspects in launching a new business and keeping entrepreneurship alive in their corporate environment.

Picking the “right” idea is the first challenge. Should it be something totally

innovative or an improvement on an existing capability? In Steven Johnson's book, *Where Good Ideas Come From*, he notes many ideas come from building off what others have done. The good news behind that is you don't have to be a great innovator like Thomas Edison to play the entrepreneurial game. While it is easy to fall in love with an idea, it is equally important to see if there will be enough market and financial margin to create a viable company. The range of ideas this year was impressive—from better ways of dealing with our aging population to a new cardiovascular test to delivering a once-in-a-life-time baseball travel experience to opening a specialty tea shop. These ideas were spawned out of personal and professional experiences as well as commercializing the ideas of others.

Arriving at the “big” idea is only the start. The student must then put together a compelling story on why this idea will be financially successful and able to reward investors for taking the funding risk. While not a requirement, students are encouraged to enter their business plan in Seattle University's annual business plan competition. This is a serious commitment because the competition spans

many months with a number of levels of engagement—screening round, trade show/elevator pitch and finally the “final 4” bake-off. We have been fortunate to have one of our student teams place in the final 4 for the last two years. An unexpected by-product of the competition is that many of the students work closely with volunteer business leaders who serve as mentors to help students address the critical questions involved in taking an idea to market. This level of advice is invaluable and often mentioned as one of the defining experiences of participating in the competition.

Celebrating a business plan competition “win” is exciting but the real payoff is the overall learning experience and the possibility of impacting the student's career trajectory. As a case in point, one of the highlighted former students in this issue of *InSights* is **Orla Concannon (HLE MBA '15)**, founder of Eldergrow. Coming into the class, Orla knew she wanted to reposition her life to focus on her personal passion—working to help the elder community continue to find meaning in their lives. With that as a vision, she explored a number of ideas on how that might be actualized through a new business venture. After landing on the idea of bringing nature to elders through indoor mobile gardens, she then took on the difficult task of selling the idea to the local assisted living community. Getting a very positive response—in fact a first order—she was convinced she was on to something big. Upon completing version 1 of her business plan, she entered it into the SU competition, making the first cut to the trade show/elevator pitch round.

Several versions later and after burning the midnight oil, she ultimately

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took second place. At the celebration, exhausted from pressure of the competition and other class commitments, she reflected that while this was a tremendous learning experience, it was only a beginning to a much longer journey ahead as a newly minted social entrepreneur. The impact of this experience is profound to many people beyond Orla herself. She is already getting tremendously positive testimonials from assisted living professionals as well as her ultimate customers, the people living in the assisted care facilities. While not the only choice, the new venture path in the Capstone class continues to power the EMBA learning.

Come to next year's SU business plan competition to share in this remarkable experience.

Steve Brilling is Clark Nuber's Family Business Director and Seattle University Adjunct Professor. Steve has over 30 years of executive leadership experience in financial, educational and consulting services, holding titles of President, COO, CIO, Associate Partner and Executive Director.

Before joining Clark Nuber, Steve was the Executive Director of Seattle University's Entrepreneurship Center as well as their Family Business Director. Prior to this, Steve was the CIO/Senior Vice President at Swiss Re America in New York, and Associate Partner at Andersen Consulting/Accenture in Chicago. Earlier in his career, Steve worked for RSI/Sedgwick Re in Seattle, in positions of Chief Operating Officer, Chief Information Officer and Executive Vice President of Sales and Marketing. Steve holds MBA and BA degrees from Washington State University.

ALUMNI AND STUDENTS: LAUNCHING NEW VENTURES

Marti Hoffer - lumenomics

Marti Hoffer (LEMBA '12) knew there was a better way to light commercial buildings than through standard electrical solutions used by industry. Since lighting represents between 22-38% of a commercial or retail building's electricity consumption, she felt she could find a way to help companies reduce those costs and have a smaller impact on the environment. She started her own company, lumenomics, LLC, in 2009 to do just that, and continued to refine and grow the business during the program. As an alumnus of the LEMBA, Marti entered the Harriet Stephenson Business Plan Competition hosted by Seattle University's Entrepreneurship Center in 2012, winning the Social Enterprise Award.

John Milne - Avnew Health

Dr. John Milne (LEMBA '09) entered the EMBA program in 2007 with a very full plate. He was, at the time, Founder of Eastside Emergency Physicians, PLLC, an Emergency Physician at Swedish Medical Center Emergency Department and Medical Director for Strategic Development at Swedish Medical Center. A year after graduating, John was promoted to Vice President for Medical Affairs at Swedish Medical Center. Responsibilities notwithstanding, in 2012, John founded Avnew Health, a provider of vertically integrated case management solutions for self-insured employers, labor organizations and insurance providers to manage the musculoskeletal health of large, geographically dispersed working populations. John is now CEO of Avnew, which leverages web-based screen- and population-management tools, standardized physical therapy protocols and minimally invasive surgery to deliver reproducible outcomes at an overall lower cost.

Ponni Anandakumar - Rain City Labs

For her Capstone project, **Ponni Anandakumar (HLEMBA '15)**, Senior Manager of the Gene and Cell Therapy Lab at the Institute of Translational Health Sciences, worked to commercialize *CALLIS*, a medical diagnostic test developed at the University of Washington. *CALLIS* (Calibrated Lipoprotein Ion Separation) diagnoses cardiovascular disease by accurately measuring the size and concentration of HDL particles (good cholesterol) and LDL particles (bad cholesterol) in human blood. By making calibrated measurements of these particles, *CALLIS* provides clinicians with a more powerful diagnostic tool in a familiar form. Ponni entered *CALLIS* into the Harriet Stephenson Business Plan Competition at Seattle University and took home the Special Recognition Award.

Greg Kavounas - Patent Ready

When **Greg Kavounas (LEMBA '13)** started the EMBA program at Seattle University, he was working as in-house counsel for a Seattle-area medical device company. For his Capstone project, Greg was determined to address systemic difficulties in understanding patents, making patent-related decisions, and dysfunction in communication between attorneys and inventors at technology companies. He went about creating a book to explain many basics about patents, and to commercialize it by making it for sale at the point of the dysfunction. Greg published *Patent Ready®: Introductory Book for Executives, Managers, Engineers & Others* in February 2015.

Arriving at the "big" idea is only the start.

Business Leaders Changing the Lives of Others: Deep Impact

Madhu Rao, PhD

There is little doubt we live in a most astounding time — technologies that connect billions of people across the world, markets that span the globe, devices that can print human organs, access to information anytime anywhere, and for a small handful, staggering wealth and opportunities - and this is just the beginning. In but a few decades, we will in all likelihood look back in amusement and marvel at the primitiveness of our world today. To paraphrase Francis Bacon, we live now in ancient times.

So we, you and I, the fortunate few, live in a world of potential and opportunity, insulated in many ways from the reality of the global stage. Yet, despite the promise and excitement of all that is possible, these advancements in technology, improvements in health care, and access to opportunities, are largely restricted to but a privileged few.

The 2014 United Nations Human Development Report estimates 1.2 billion people live on less than \$1.25/day and calculates 1.5 billion individuals across 91 countries face “overlapping deprivations in health, education, and living standards.” Another 800 million, living on a knife’s edge, risk falling back into poverty if even a small setback were to occur. Structural vulnerabilities, those that have persisted and been amplified by decades of discrimination

and policy failures, have harmed beyond proportion specific and often intersecting populations such as the poor, women, indigenous peoples, the physically challenged, and the elderly. For example, in August 2015, over 200 girls stopped attending their rural school in India because a lack of toilets forced them to use neighboring fields where they were harassed by local men. And children are not exempt from suffering — UNICEF reports that even in today’s world of medical breakthroughs, 17,000 children under the age of five perish every day to preventable diseases. A heartbreaking 223 million children have died before their fifth birthday over the past two decades, a number that exceeds the current population of Brazil.

While it is tempting to assume these statistics apply only to the Global South, the truth is inequities persist in high-income countries as well. According to a 2014 USDA report, one in every seven U.S. households is food insecure. Over 45 million Americans remain below the poverty line, defined as \$11,890/year for an individual and a meager \$23,830 for a family of four. Compounding these issues, of course, are racial disparities in access to quality education and the disproportionate incarceration of minorities. In 2014 the Department of Education noted that minority



students are less likely to have access to advanced math and science classes while African American students of any age (even toddlers) are more likely to be suspended. And it is hard to be proud of America’s leadership in percentage of its population imprisoned — 2.2 million individuals, 60% of whom are members of a racial or ethnic minority. The Sentencing Project reports that the lifetime likelihood of incarceration for black men is a staggering 1:3, as opposed to 1:17 for white males.

Business leaders possess an incredible gift to affect profound and abiding change, the ability to deeply and positively impact the lives of the less fortunate around you, while in the process learn from and be enriched by the collaborations that result from such engagement. Every student who graduates from Executive programs at the Albers School learns and reads about “the commons,” a once physical but now often conceptual shared space where members of diverse groups gather to converse within a “shared sense of participation and community.” In the book, *Common Fire*, Sharon Parks and her co-authors speak eloquently of the new global commons, “created

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We know with utter certainty that the skills, the heart, and the empathy of business leaders when brought to bear with a sense of humility and community, can help change for the better the lives of others.

by the technologies of travel and international communication... illuminated by the growing recognition of our interdependence as a planetary community” (pg. 3). Why do we speak of such a concept in leadership programs housed in a business school? It is because we know with utter certainty that the skills, the heart, and the empathy of business leaders when brought to bear with a sense of humility and community, can help change for the better the lives of others and in turn, through personal connection and participation,

transform our own understanding of our roles as global citizens. In a speech delivered to an audience of over 100 CEOs at the World Economic Forum, Pope Francis noted, *“Business is – in fact – a vocation, and a noble vocation, provided that those engaged in it see themselves challenged by a greater meaning in life.”*

Business has in many ways offered millions a path to a better life, but too often, the imperatives of satisfying financial stakeholders seem to take precedence over the desire to be just. In the reflection document, Vocation

of the Business Leader, published by the Pontifical Council for Justice and Peace, Cardinal Peter Turkson calls for business leaders to engage with the world in light of the principles of human dignity and the common good. In the Center for Leadership Formation at the Albers School, we have seen this time and again - senior executives enrolled in our programs engaged in social justice projects, using skills developed in challenging and diverse work environments to lead collaboration with a purpose.

Continued on page 18

DEEP IMPACT: ALUMNI & STUDENT WORK

Med 25 International : One Community at a Time

MED25 International, a non-profit organization founded by **Rebecca Okelo (HLEMB A '15)**, provides individuals in rural African communities with quality, culturally appropriate, and affordable health care, focusing on a repeatable, scalable model of “One Community at a Time.” In 2012, after almost 20 years at McKinstry, **Mari Anderson (LEMBA '10)** left her job as Vice President for Corporate Development and moved to Mbita, Kenya, to become Country Director for Med25 International, and executed several projects (building a mortuary and a clinic) to enhance that community, which remain economically sustainable. Mari returned in 2014 and is now Vice President for People Services at PEMCO.

Systems Reform: Working to Extend Foster Care Services

Since 2005, two groups of ELP students have worked with The Mockingbird Society to further legislation in Washington designed to extend foster care services to youth who “age out.” In 2005-2006, ELP students **Kenneth Kirsch, Sandra Rosenkranz, Michel Goerge, Georgia Gress & Shane Williams** successfully lobbied for the passage of 2SHB 2002, which

established a three-year program for up to 50 youth per year to remain in foster care until their 21st birthday while attending a post-high school academic or vocational program. In 2011-2012, ELP students **Steve Huard, Tameiko Davis, James Craig, Monica Munar, John Nevelle and Ed Boyle** successfully lobbied on behalf of HB 1305 and SB 5405, designed to provide foster youth between ages 18 and 21 access to financial support for safe housing while they participate in employment programs, work at least 80 hours per month, or who are unable to work. These legislative changes not only help youth, but offer significant, long-term cost advantages to Washington state.

The Experience Business Project: immersions creates immersions for high school students

The Experience Business Project (EBP) is a social project developed by four members of the ELP class of 2012. **Cat Kawa, Andrea King, Stephen Sparrow and Terry Williams** have continued their efforts to provide business immersion experiences for unprivileged Seattle high school students, working through Upward Bound and the College Success Foundation. These immersions expose students to local entrepreneurs, mid-sized businesses and large corporations, so they can learn about different career paths and

options, and how to prepare for them. Since its launch in the fall of 2011, EBP has hosted business immersion visits to the Benaroya Research Institute at Virginia Mason, Molly Moon's Homemade Ice Cream, Microsoft, Digipen, Starbucks, REI, Swedish Center for Research and Innovation and the Costco Depot in Sumner, WA.

Working with and leading within the Domestic Abuse Women's Network

Since the launch of ELP social justice projects in 2003, four different teams have taken on the issue of domestic abuse, and partnered with the Domestic Abuse Women's Network (DAWN) in Tukwila, WA.. Student projects have included providing moving services at no cost victims of domestic violence, creating training for teens regarding issues of domestic abuse and relationship violence, and providing resources, coaching and mentorship for single mothers reliant on transitional housing or domestic violence shelters. During the same time period, eight ELP and EMBA alumni have served on DAWN's board of directors, including the current board chair. Those alumni are: **Shannon Hughes (ELP '02), Chris Jahrman (ELP '04), Jeffrey Thomson (ELP '06), Maria Nelson (ELP '08), Kip Boyle (ELP '08), Nancy Phipps (ELP '08), Chris McClincy (LEMBA '09), and David Jackson (LEMBA '09).**

Impact as Defined by Others: Accolades

Continued from page 17

that are bestowed upon the program and its graduates.

Traditional accolades suggest that the program, recipient, or team has accomplished something noteworthy, determined by the relevant external metrics. In the context of leadership formation, accolades from external sources recognize the program's success in developing effective leaders and our graduates' success in leaving a lasting impression through their positive influence on others. Once we acknowledge the significant role that our culture plays in creating the conditions for effective leadership development and impact, we can better understand why the program and its graduates earn kudos from external sources. In the future, if we develop a "Center for Leadership Formation Accolades" section of our website, we need to remember that these tell only a small part of the story.

1. <http://www.visitseattle.org/press/press-kit/seattle-accolades/>
2. <http://www.seattletimes.com/seattle-news/transportation/seattle-congestion-were-no-5/>
3. http://www.oxforddictionaries.com/us/definition/american_english/accolade
4. R. Saxe & J. Haushofer (2008). For love or money: A common neural currency for social and monetary reward. *Neuron* 58(2): 164-165.

Dr. Sharon Lobel is a Professor of Management at Seattle University. She earned her doctoral degree from Harvard University. She has taught at the University of Michigan and at Universidade Gama Filho, Rio de Janeiro, Brazil. She was a Research Fellow for 10 years at the Center for Work and Family and has an ongoing affiliation with the Sloan Center on Aging & Work, both at Boston College. She is fluent in Portuguese and conversational Spanish. Sharon was an Associate Editor of *Human Resource Management* (1993 -1998) and a member of the editorial board of *Academy of Management Journal* (1993 -1999). She is a co-editor and author of the book "Managing Diversity." Sharon is a widely-published scholar and has often been quoted in the media. Her research focuses on leadership development, teams, work-life balance, and motivations for corporate social responsibility (CSR). She has been teaching in the Executive Leadership Program since 1998 and has consulted on team building for a wide variety of organizations.

Innovation: Driving Organizational Improvement

Continued from page 11

managers) is to create environments in which employees are comfortable questioning existing policies, procedures, services and products. Over time, the job of scouting and solving becomes the job of everyone in the organization, resulting in improvements (i.e., innovations) that reduce internal friction, enhance current offerings and allow for the development of transformational innovations.

Innovation may be more important now than ever. Increasing business competition, growing complexity of social problems, and a (climate) changing environment are all contributing to the need for innovation. While this article is supporting the product and process improvement examples, I think it is safe to assume that all of the individuals and teams highlighted in this issue are models of innovation... and exemplars of courageous patience. Keep thinking creatively and innovating!

Dr. Greg Magnan teaches a variety of courses at the undergraduate, MBA, and executive levels, including operations management, sustainability, strategy, leadership, supply chain management, project management, and marketing. Dr. Magnan has received several teaching and research awards, including the 2005, 2009 and 2012 Beta Gamma Sigma Professor of the Year at Seattle University and the E. Grosvenor Plowman Award at the CSCMP Supply Chain Management Educators' Conference in 2010. His research is focused on supply chain relationships and he has published in numerous journals, including *Decision Sciences*, *Journal of Supply Chain Management*, *Journal of Business Logistics*, *Industrial Marketing Management*, *Supply Chain Management: An International Journal*, *Supply Chain Management Review*, *Business Horizons*, and the *International Journal of Physical Distribution and Logistics Management*. Dr. Magnan was named a Genevieve Albers Professor for 2008 -2011 and spent 2007-2008 as a Visiting Academic Fellow at Henley Management College (UK). He enjoys hiking and watching his kids grow.

Business Leaders Changing the Lives of Others: Deep Impact

Continued from page 15

They use their abilities to influence policy makers, to listen and learn, to occasionally "leave the dance floor" for the balcony to reflect on systemic change and interdependence, and always strive to be their authentic selves in communicating their passion and commitment to the common good. And while their lasting impact on the lives of those whom they support — foster children, victims of domestic violence, or communities in Africa — is undoubtedly enormous, perhaps as important is how such engagement has transformed them as leaders and members of the global commons.

As David Whyte, a poet often quoted in executive leadership classes at Seattle University, movingly writes

We shape our self
to fit this world
and by the world
are shaped again.
The visible
and the invisible
working together
in common cause,
to produce
the miraculous.

Something miraculous awaits you, and perhaps, that will be your lasting legacy.

Dr. Madhu T. Rao is the Associate Dean of Undergraduate Programs and Operations, as well as an Associate Professor of Information Systems in the Albers School of Business and Economics at Seattle University. Dr. Rao's expertise is in the areas of global IT management and the control and coordination of dispersed teams. His research has been published in widely used textbooks as well as in respected academic journals such as the *Journal of Management Information Systems*, the *Journal of Global Information Technology Management*, *Information Systems Management*, and *Small Group Research*. Dr. Rao has served as an expert commentator for both The Seattle Times as well as public television in areas related to global offshoring. His current research relates to leadership and knowledge management in global virtual teams. Dr. Rao was named the Albers Professor of the Year in 2009 and 2015.

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EXECUTIVE SPEAKER SERIES

(Free and open to the public)

Time: 5:30 to 6:30 p.m.

Location: Pigott Auditorium

Alan Mulally

Wednesday, October 28

Former President & CEO of the
Ford Motor Co.

Jamie Nordstrom

Thursday, November 12

President of Stores, Nordstrom

Dan Price

Thursday, January 21, 2016

CEO of Gravity Payments

Colleen Brown

Tuesday, February 16, 2016

Board Chair, American Apparel

Rich Barton

Tuesday, April 19, 2016

Co-Founder & Executive Chairman,
Zillow Group

Co-Founder, Expedia, Glassdoor,
Trover

Mark Mason

Wednesday, May 11, 2016

CEO, HomeStreet Bank

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