LEADERSHIP SKILLS AND TEAM DEVELOPMENT

Fall Quarter 2018, Thursdays

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Office Hours: Anytime by Appointment

COURSE OBJECTIVES:
The course is designed to meet three main objectives:

To enable you to assess your strengths and weaknesses in terms of important leadership and team-building skills including capitalizing on group diversity, providing useful feedback, and using effective decision making in groups.

Once you have assessed your strengths and weaknesses, to provide you with resources and opportunities to further develop your leadership and team-building skills.

To teach you about group development and teamwork by creating an environment wherein you learn from your own and others' experiences in predominantly outside class activities.

REQUIRED MATERIALS:
MGMT 5100 Fall, 2018 Readings (see syllabus end)

On Becoming A Leader, Bennis, W. Published by Basic Books.

MBTI – self scoring instrument

COURSE FOUNDATION
The modern manager is confronted simultaneously by a diverse work force, greater challenges within the organization, and an increasingly chaotic business environment. Techniques for managing that were effective in more stable systems are becoming less applicable, and a new range of skills, appropriate to the new circumstances, is emerging.
Academic Resources

- Library and Learning Commons ([http://www.seattleu.edu/learningcommons/](http://www.seattleu.edu/learningcommons/))
  (This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- Academic Integrity Tutorial (found on Canvas and SU Online)

Academic Policies on Registrar website ([https://www.seattleu.edu/redhawk-axis/academic-policies/](https://www.seattleu.edu/redhawk-axis/academic-policies/))

- Academic Integrity Policy
- Academic Grading Grievance Policy
- Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning Disabilities
If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Office of Institutional Equity
Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct.

Seattle U requires all faculty and staff to notify the University’s Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit [https://www.seattleu.edu/equity/](https://www.seattleu.edu/equity/). If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oie@seattleu.edu; phone: 206.296.2824) University Resources and Policies

Important Note: For class meetings (especially the retreat weekend), please feel free to wear comfortable, loose fitting clothing that may become muddy, wet and well worn. We will be outside rain or shine, so you should have a number of clothing layers with you (e.g., T-shirt, long sleeved shirt, sweatshirt, wind-breaker, long pants, perhaps long underwear bottoms, RAIN GEAR, etc. - dress warmer than you think you should!).
CLASS SCHEDULE AND ASSIGNMENTS:

Session 1: Thursday, September 27 6:00 to 8:40

Course introduction/objectives/requirements/expectations/acquaintance activities

Assignment for Session 2:

Journal entries reflecting on Session #1.

Formal “Development” Writing Assignment due on Thursday 10/11: Based on a discussion with your internal and external class coaches, write a 2-5 page double-spaced typed paper describing three areas of focus (strengths or flanks) relating to leadership and team/interpersonal interaction skills you want/need to develop. Choose an external class coach (ECC; someone with whom you interact regularly) and internal class coach (ICC) and discuss with your coaches what skills you would like to develop so that they may provide you with feedback regarding your learning desires and their appropriateness (e.g. are they relevant/realistic/appropriate?). Indicate who your coaches are at the end of your paper. You will find many ideas in the readings to help you consider areas of focus.

Journal Assignment due November 29: You should record journal entries pertaining to any leadership/teamwork issues that occur to you during this quarter. This personal and confidential journal will be due at the beginning of class on November 29 (See Student Responsibilities and Evaluation).

Session 2: Thursday, October 4 6:00 to 8:40

Team building techniques; Choose internal class coaches (ICC)

Assignment for Session 3

Journal entries reflecting on Session #2.

Session 3: Friday, October 5 at 1:30 p.m. to Sunday, October 7 at 5:00 p.m.

Meet at Bastyr ready to begin by 1:30 PROMPT!

Note: The weekend retreat begins on Friday, so you should plan to be there with ample spare time to get checked into your room and be ready to begin working right away. We will be working into the night on both Friday and Saturday nights (typically until 10:00 or so unless the instructor tires out). The weekend will consist of a mixture of indoor and outdoor experiential activities. We will work in the out of doors regardless of the weather, so heed the repetitive recommendations to bring warm, weather proof clothing - clothing that will keep you warm and dry!
Assignment During Session #3: Observe yours and others' behaviors regarding personality type, group/team processes, personal development and leadership, communication and feedback, AND other leadership/team building issues salient to you. Record these observations in your journal. Consider what you believe are the "key learning points" for these areas, and also consider how you might use or apply these behaviors in your work/personal life.

“We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started from
And know the place for the first time”.
T.S. Eliot

Session 4: Thursday, October 11 6:00 to 8:40

Weekend debriefing and Key Learning Point Discussion

Assignment for Session 5: Journal entries reflecting on Session #4.

Session 5: Thursday, October 18 6:00 to 8:40

Reconnection exercise, Improvisation, Waterline Model

Assignment for Session 6: Journal entries reflecting on Session #5.

Formal “Action Plan” Writing Assignment due 11/29: For this assignment, first reflect on the teamwork/leadership areas of focus you want to emphasize. Then meet with your coaches and discuss 1) your thoughts about three appropriate areas for your focus, 2) whether your coaches agree with your thinking, and 3) how you might apply yourself towards each area of focus. Using the SMART outline, prepare a 4-5 page typewritten paper focusing on these areas and how, SPECIFICALLY, you will integrate/apply them in your work and personal life. Note what role your coaches played in this process.

“Loyalty becomes visible in at least two sets of behaviors. First, team members go out of their way to ensure the success of their peers. Second, members give their colleagues the benefit of the doubt when they have apparently failed to meet an obligation or fulfill a commitment.”

Kinlaw, Developing Superior Work Teams
Session 6: Thursday, November 29  6:00 to 8:40

Service Learning Project Debrief; Closure Activity

"The purpose of life, after all, is to live it, to taste, experience it to the utmost, to reach out eagerly and without fear for a newer and richer experience."

Eleanor Roosevelt

STUDENT RESPONSIBILITIES AND EVALUATION:

Participants in MGMT 5100 will be evaluated using the following criteria:

1. Attendance and Participation (20% of grade) are essential in this course. Attendance means prompt arrival at all scheduled sessions and activities. Participation means visible engagement in your personal learning process as well as that of other students. Additionally, you should actively contribute to group discussions about the readings and course experiences. MBTI=5%

2. Formal writing assignments (25% of grade). These assignments are important tools to maximize your learning and improve your writing skills. In answering these questions, you will explore your reactions to group activities, class discussions and readings. You will also have a chance to apply course material and experiences to other aspects of your life. Full credit papers will demonstrate: 1) OUTSTANDING effort and thoughtfulness in completing the assignment; 2) an obvious understanding of the relevant course material (i.e., your papers should draw upon AND MAKE SPECIFIC CONNECTION TO ASSIGNED READINGS [using parentheses], ideas experienced in class, and class discussions); 3) exemplary grammar and no errors.

3. Reflection Journal (25% of grade). The journal should contain reflections on your experiences from: Class meetings, the retreat, the service project, work, and other group encounters and activities. Reflective journalizing is a highly personal activity and should draw from personal background, perspectives, feelings, and interpretations. It is not a process of logging events and activities, but one of reflecting on your personal experiences and reactions to those experiences. This process of jotting down your feelings and observations about the process, not the task, will continue throughout the quarter from the first class meeting to the last. Questions you should ask and address as you journal on experiences include: What worked well and why? What (and whose) words and gestures particularly fueled your energy and commitment to the group’s success? As metaphors for other venues in your work or personal life, what did you see (are you seeing) in the class challenges and class dynamics that are isomorphic to those other venues? How? What can you transfer from the class experiences to those other venues?

When reflecting on your retreat experience you should strive to tie together what you have learned in the readings and what you have observed in your own behavior and that of your classmates. The focus should be on effective teaming, leadership, and other appropriate topics. You may include e-mail messages to your class or to specific individuals in your class in that they provide feedback to the class (or individuals) and/or that they share your own thoughts, observations and epiphanies
from your experiences together. When reflecting on your service project experience, you should think about what you learned from the project, how the group dynamic was the same or different from that observed in the rest of the course, how you felt about the nature of the service, etc. The journal may be neatly handwritten and is due on 11/29. You will be assessed on how well you met expectations for “effort” and “diligence” in journalizing on your experiences in the course.

4. Readings Synterp (25 % of grade). You should prepare brief written syntheses/interpretations for all readings. This is not a busy-work task to test whether you’ve read the assignments. The act of reflecting back on what you’re reading and reducing (or synthesizing) the readings to the salient points being conveyed in each reading will substantially enhance your understanding and retention of these points. It engages you actively in the learning process and thereby maximizes your personal learning. The syntheses/interpretations will give you a memory “handle” on what you’ve read and will make the time you’ve spent with the readings much more meaningful and more enduring. These syntheses/interpretations may vary in length depending on the item that you are synthesizing/interpreting. You should take five minutes immediately after reading each article and quickly write down the essence, or synterp, of the article. It is due on 11/29.

5. Service Learning Project (part of attendance and participation). Each class will plan and implement 1-3 group service projects. The service project should involve at least 8-10 hours of work from each student, in addition to planning and debriefing meetings. The following page provides some guidelines about selecting, planning, and implementing your project:

- **planning process:** Try to meet before or after class to generate ideas for service projects. After an initial face-to-face session, you can use the class e-mail list for further planning.

- **idea generation:** Generate no less than 5 and no more than 30 possible ideas.

- **idea selection:** Your group should consider whether the project promises to make a significant contribution to the community (the university, the neighborhood, the environment etc.).

- **physical or mental?** Your project can involve grunt work or it can involve higher-level skills present in the group. That is up to you.

- **generating commitment:** Make sure that you consider this project worthy of your time, sweat, and intellectual energy. If not, speak up and propose an alternative that you can commit to!

- **teamwork:** The service project should depend on teamwork and interaction.

- **adequate planning:** Be sure to plan such that people are not underutilized or under committed to the team’s endeavor.

"The ultimate measure of a person is not where one stands in moments of comfort and convenience, but where one stands during challenges and controversy"

*Martin Luther King, Jr.*
MGMT 5100 Fall, 2018 Readings.


**Trust/Confidence/Delegation:**


6. Building self-efficacy
   https://positivescienceprogram.com/3-ways-build-self-efficacy/

7. Building employee confidence
   http://www.amanet.org/training/articles/Building-Employee-Confidence.aspx

8. Three keys to building trust.
   http://www.reliableplant.com/Read/27611/Build-trust-managers-employees

**Team Processes/Relationships:**


11. Want high performing teams? Balance tasks and relationships
   https://www.emergenetics.com/blog/high-performing-teams-balance-tasks-relationships/


**Communication/Collaboration:**
13. We can measure the power of charisma. Harvard Business Review. Jan-Feb 2010, pp. 34-35


15. Competition of collaboration: which will help your team produce better results? https://www.forbes.com/sites/forbescoachescouncil/2017/09/11/competition-or-collaboration-which-will-help-your-team-produce-the-best-results/#73f83359dad


17. Collaboration beats smarts in group problem solving

**Goal Setting/Motivation:**
18. SMART goals.
19. Interesting video on motivation  
http://www.youtube.com/watch?v=u6XAPnuFjJc

**Emotional Intelligence/Personality:**


22. What is psychological capital?  

23. [http://www.wittcom.com/how_to_develop_confidence_speaking.htm](http://www.wittcom.com/how_to_develop_confidence_speaking.htm)

**Decision Making:**

**Leadership:**


**Service Learning:**

**Search instructions:**
1. Go to the SU Lemieux library online
2. Under “Research Tools,” click on “Articles and Databases”;
3. Under “Selected Subject Guides” choose “Business”;
4. Then under databases click on “Business Source Complete” to look for the articles (if you are off campus you need to login with your SU username and password) and begin searching!