



SEATTLE UNIVERSITY
ALBERS SCHOOL OF BUSINESS & ECONOMICS

MBA 5205-02: TEAMS, CREATIVITY, AND DECISION MAKING

TUESDAY, FALL QUARTER 2018

SYLLABUS

FACULTY TEAM	CONTACT INFORMATION	OFFICE HOURS
Jeffery Smith	SMITJEFF@SEATTLEU.EDU	1 HOUR BEFORE CLASS & BY APPOINTMENT
Bill Weis	BILLWEIS@SEATTLEU.EDU	1 HOUR BEFORE CLASS & BY APPOINTMENT

Reading Materials

Please purchase the following materials, either online or from the Seattle University bookstore:

Bazerman, M. and Tenbrunsel, A. (2012). *Blind Spots: Why We Fail to Do What's Right and What to Do About it* (Princeton: Princeton University Press) ISBN: 978-0-691-14750-5

Introduction to Myers-Briggs Type. 7th Edition. CPP Inc.

Course Pack for MBA 5205. Harvard Business School Publishing.

Note that all items in this course pack are required reading but are listed as "optional" online in case you prefer to purchase the items separately.

The other required reading materials for this course, including cases, articles and other readings, will either be distributed in class or are accessible online through the course's Canvas page. **Please make sure you review the session-by-session outline on Canvas to assure that you have completed the assigned readings on time.**

Class Meeting Schedule

Your learning is our primary concern in this course, so we may modify the schedule below if, for instance, we discover it is beneficial to spend more time on a certain topic and less on another. The course consists of 10 weekly class meetings and a 3-day weekend retreat. The instructors will make additional information available about their specific classes in a timely fashion. Pleas

DATE	TOPICS	PROFESSOR(S)	AGENDA AND ASSIGNMENTS
October 2	Leadership and Team Building Begin readings in <i>EQ Primer</i> and <i>Weis Readings Book</i> (see Canvas)	Weis and Smith	1. Introductions 2. Submit course forms 3. Course schedule and expectations 4. Introduction to experiential learning 5. Frame Service Project
October 9	Leadership and Team Building Continue readings in <i>EQ Primer</i> and <i>Weis Readings Book</i> (see Canvas)	Weis	1. Review names and course expectations 2. Experiential activities 3. Complete and bring scores to class October 22 for the Myers-Briggs Type Indicator
October 16	Leadership and Team Building Sucher and Gordon, “Differences at Work: Allie (B)” and “Differences at Work: Allie (C)” (Course Pack) Goleman, “What Makes a Leader?” (Course Pack)	Smith	1. In-class discussion of Goleman’s “What Makes a Leader?” 2. Ethical dimensions of EQ 3. Introduction to ethical values
October 23	Leadership and Team Building Complete readings in <i>EQ Primer</i> and <i>Weis Readings Book</i> (see Canvas)	Weis	1. Myers-Briggs Types and Team Dynamics 2. Experiential exercises 3. Preparation for Retreat Reminder: Reading Syntheses and Reflection Journal due November 20th at 11:59 pm
October 26–28 RETREAT WEEKEND		Weis	Retreat begins on Friday, October 26th at 2 pm and ends by 5 pm on Sunday, October 28th
October 30	Leadership and Team Building	Weis	1. Debrief retreat experience 2. Special topics 3. Service Project meeting
November 6	Ethics and Leadership: Goals and Ethical Responsibility McCoy, “Parable of the Sadhu” (Course Pack) Rose and Fisher, “Following Lance Armstrong: Excellence Corrupted” (Course Pack)	Smith	1. Ethical lessons of the “Parable of the Sadhu” 2. Ethical responsibilities of followers and leaders 3. What are ethical values? Small Group Ethics Presentation 1 during class

November 13	Ethics and Leadership: Culture and Ethical Responsibility Goodpaster, “Teleopathy: the Unbalanced Pursuit of Purpose” (Canvas) Carucci, “Why Ethical People Make Unethical Choices” (Course Pack) Youngdahl, “The Space Shuttle Challenger Teleconference” (Course Pack)	Smith	1. Ethics and organizational culture 2. Ethical decision making Group Ethics Presentation 2 during class
November 20	Ethics and Leadership: Decision Making Challenges Reading: Bazerman and Tenbrunsel, <i>Blind Spots</i> , Chapters 1-5	Smith	1. Ethical decision making continued 2. Cognitive biases in decision making 3. "Bounded ethicality" in teams and organizations
November 27	Ethics and Leadership: Overcoming Decision Making Challenges Reading: Bazerman and Tenbrunsel, <i>Blind Spots</i> , Chapters 6-8	Smith	1. Strategies to address cognitive bias in decision making 2. Strategies to address "bounded ethicality" in teams and organizations
December 4	Leadership and Team Building	Smith and Weis	1. Process the Service Project experience 2. Closing activity Ethics and Leadership Synthesis due December 11th at 11:59pm

Purpose and Learning Outcomes

The core purpose of the course is to develop and improve: a) ethical awareness and leadership in organizational settings; b) individual and group decision making; and c) interpersonal communication and team building. The work completed in this course is designed to also support the PMBA Learning Objectives (provided below in Appendix A).

Specific learning outcomes for this course include:

1. Be more effective in: collaborating with others to solve common problems; improving creativity in coping with challenges and finding solutions; and becoming more adept at integrating a diversity of considerations in making decisions. (PMBA Learning Objectives 1, 3, 5)
2. Critically examine the role of ethics in leading teams and organizations with attention to values as well as biases that can guide decision making. (PMBA Learning Objectives 1, 2, 4, 5, 6)

3. Assess both group and individual performance to inform and enhance future group effectiveness. (PMBA Learning Objectives 2, 4, 5, 6)

Performance Assessment

Component	Weight	Assignments
Leadership and Team Building	50%	Readings Syntheses and Reflection Journal (50 points) Attendance and Participation (50 points)
Ethics Integration	50%	Group Ethics Presentations (25 points each) Ethics and Leadership Synthesis (50 points)

General Information and Policies

The Canvas course site (<https://seattleu.instructure.com/login/ldap>) contains class notes, articles, homework, some grades and other course materials. If you are missing handouts, go here first.

To minimize distractions and disruptions, all electronic devices (cell phones, laptops, recording, etc.), including ours, must be turned off during class except by prior agreement or if deemed to be course-relevant by the instructor.

Access relevant newspapers and peer-reviewed journal articles (including the *Wall Street Journal*, *New York Times*, *Harvard Business Review* and *Bloomberg Business Week*) via the Lemieux Library's electronic databases (<https://www.seattleu.edu/library>).

You are responsible for any and all messages and assignments that we send through Canvas. If you have a different, preferred email address, then make sure you set up Canvas to forward your email. To help us keep track of your emails, all emails should be sent through Canvas. If you send an email about the class through regular Seattle University email, we may ask you to resend it through Canvas. We acknowledge this will be inconvenient at times, but will save much time for two reasons: your email will not get lost in the flood of our normal email and will be easy to find if there are any questions. We will respond to your emails in a timely fashion.

Since so much of this course is organized around team, discussion and other in-class work, it is imperative that you discuss any scheduling conflicts or absences with the instructors as soon as possible. The instructors will work with students who have such problems but this can only be done if the instructors are notified in advance, wherever possible, and provided an appropriate rationale. In general, please bring any problems you are having with the course to the instructors' attention.

Your classmates are a valuable resource because they have access to the same class materials, notes and reading materials. You will be working with your classmates in class and outside of class, so it is to your mutual benefit to get to know each other. Hopefully you will be able to rely on each other, as this will help foster precious, professional relationships and friendships.

University Resources

The Learning Commons (<https://www.seattleu.edu/learningcommons/>) provides various resources to facilitate learning, studying and assignment completion, including Research Services, Learning

Assistance Programs, the Writing Center, and Math Lab. Students should familiarize themselves with these services and make appointments in advance to take advantage of the Learning Commons.

Academic Integrity will be expected. This means that you should be familiar with Seattle University's Academic Integrity Policy and the types of misconduct that violate this policy. You are encouraged to speak with the instructors if they have questions and you can visit the University's online Academic Integrity Tutorial if you have further questions (<https://www.seattleu.edu/academicintegrity/>).

In addition to the Academic Integrity Policy, you should be familiar with the University's Academic Grading Grievance Policy and the Performance Criteria for the Albers School of Business & Economics Policy. If you have further questions on these or other SU and Albers policies, you can access a full list of policies through RedHawk Axis (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)

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 course, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in Loyola 100 at (206) 296-5740 or online at <https://www.seattleu.edu/disabilities-services>. Disability-based adjustments to course expectations can be arranged only through this process. You are responsible for seeking help in a timely fashion to obtain disability-based adjustments to course expectations.

Appendix A

PMBA Program Learning Objectives

1. Demonstrate competence for managerial decision-making. Graduates will anticipate and/or frame problems effectively, and identify opportunities that integrate multiple concerns. They will demonstrate the ability to use conceptual frameworks and rigorous analytical tools to arrive at decisions that achieve positive impact for relevant stakeholders.
2. Recognize and address moral and ethical challenges, and defend a course of action. In the vocation of business, and in personal life, graduates will recognize and support the dignity of others and recommend or take action to preserve the common good.
3. Understand, integrate, and apply substantive knowledge in a global context.
 - a. Graduates will have gained an understanding of the substance of, and linkages among, the varied domains of business education. They will demonstrate ability to extend their knowledge through independent consultation of existing sources.
 - b. They will show cross-cultural competence by understanding how their organization relates to the changing global environment, and demonstrate the ability to work effectively with domestic and international students.
4. Display competence in communications. They will be able to organize material persuasively and use graphical or technologically augmented material to establish a favorable connection with a business audience. In written and oral communication, graduates will demonstrate mastery of grammar and structure.
5. Establish and maintain constructive working relationships. Graduates will have demonstrated effective interpersonal skills with a wide range of business professionals inside and outside the University. They

will skillfully engage in teamwork, leading and influence others appropriately, and managing conflict that may arise.

Demonstrate self-awareness and professional purpose. By completion of the program, graduates will understand their strengths and weaknesses, values, goals, and how they are perceived by others. In addition, they will have the capacity to identify a career and organization in which they can most effectively express their unique gifts to make a positive impact.

Last updated: 7/30/18

Assignments

A. *Reading Syntheses and Reflection Journal* (50 points; submission through Canvas)

Reflection Journal

This is an important tool for maximizing the learning value of experiential activities. It serves as a means for understanding, articulating, interpreting and relating learning's to other aspects of our lives (transference), and is most effective when done soon after the experience. The journal should contain reflections on your experiences during the course at on-campus meetings, the retreat, and at the service project.

In order to bring a clear focus to your reflections journal, I ask that you identify five (5) of your class colleagues who you believe have contributed most to your learning this quarter. In an experiential learning model, we learn from the people around us, especially from those who we believe have contributed most to group cohesion and team effectiveness. Write a message to each of these course colleagues. In that message, identify the person's actions and words that contributed most effectively to your learning around leadership and team building. Be specific, about both their actions and how those actions affected you and your commitment to the team efforts. Feedback to others is most effective when it is specific, when it is factual, and when you describe the impact their words and actions had on you. This set of five (5) messages will constitute the reflection journal text that you will post on Canvas. Also, be sure to send each of those individual messages to the person you are giving feedback to.

I will assess your journal on how well you met expectations for "effort" and "diligence" in journalizing on your experiences in the course, and specifically on how your five colleagues informed and enhanced your learning. If you wish, you may include additional class colleagues in your set of messages of feedback and approbation.

Readings Syntheses

You should prepare brief written syntheses for all readings in the *Weis Readings Book*, as well as for each chapter in the *EQ Primer*. 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 will give you a memory "handle" on what you've read and will make the time you've spent with the readings packet and *EQ Primer* much more meaningful and more enduring. These syntheses need only be a paragraph or two long, depending on the item that you are summarizing. You should take five minutes immediately after reading each article in the packet, or chapter in the book, and quickly write down the essence, or synthesis, of the article or chapter.

B. *Group Ethics Presentations* (2 at 25 points each; submission through Canvas)

For Sessions 6 and 7 please work in your designated small groups to address the specific question posted on your group's Canvas announcement page. To access this page, follow the "People" tab and then click on "Group" and your group page should be listed. You can access announcements, create discussion boards, and communicate within one another, just within your small group.

For this assignment each of you should (a) be prepared to discuss your group's answer with the entire class and (b) submit a 2-3 page written summary of your group's reaction to the question. Your written response should be clear, concise, well-organized and directly answer the question posed. Your group needn't have a single answer the question, but your response should reflect any differences that you came to in your group's work. Upload your written response to Canvas.

C. *Ethics and Leadership Synthesis* (50 points; submission through Canvas)

In the second half of the course we have explored how and why ethical problems and ethical misconduct emerge within groups and organizations. Based on the assigned readings completed in this course, what are some general characteristics of an ethical organization? In other words, what are some general steps that an organization can take to better facilitate more ethically responsible decision making and behavior by--and among--its members? If you assumed a leadership position in an organization (perhaps your own organization) what practices would you recommend to create better ethical outcomes? It is expected that a significant portion of your response to this question will selectively integrate and apply the concepts, arguments and examples we have studied during the term in our assigned readings; you may, of course, also integrate and apply insights from other class-related discussions and experiences.

Your answer to this question should take the form of a 5 to 7 page essay (1 inch margins, double spaced, 12 pt font) that develops an analytical response to the above prompt and selectively integrates other course materials to support your analysis. Your essay should be clear, grammatically correct, analytically sound, well organized and focused on the question in the assignment. It should also evidence a careful reading of the assigned materials and make a deliberate effort to selectively apply insights, concepts or arguments from the assigned readings completed during the course. Note: You should feel free to focus on those elements that you think are the most important in answering the question without feeling any pressure to cover every possible aspect of the course that may be relevant.

This is an individual assignment, not a group assignment.