



ALBERS
SCHOOL OF BUSINESS
AND ECONOMICS

SEATTLE UNIVERSITY
ALBERS SCHOOL OF BUSINESS & ECONOMICS

MBA 5210: BUILDING STAKEHOLDER RELATIONSHIPS

SYLLABUS: FALL QUARTER 2018

COURSE INFORMATION

Course code: MBA 5210

Number of credits: 3

Class location: Wednesday PIGT 204, Thursday PIGT 202

Class meetings: Wednesday (01) and Thursday (02) sections, 6:00 - 8:40 p.m.

Canvas site: <https://seattleu.instructure.com/login>

FACULTY TEAM	CONTACT INFORMATION	OFFICE HOURS
Marc Cohen, PhD	CANVAS - OFFICE: PIGT 402 EMAIL: COHENM@SEATTLEU.EDU -TEL: (206) 296-2399	1 HOUR BEFORE CLASS, INFORMALLY AFTER CLASS, & BY APPOINTMENT
Holly Ferraro, PhD	CANVAS - OFFICE: PIGT 428 EMAIL: FERRAROH@SEATTLEU.EDU -TEL: (206) 296-5719	1 HOUR BEFORE CLASS & BY APPOINTMENT

Course description:

Rationale: An overarching challenge in business is this: *How and why do you forge and nurture strong relationships with your stakeholders to drive organizational success?* This course will help you understand how relationships with various stakeholders impact organizational actions and outcomes. You will think critically about how effective relationship management can enable the realization of an organization’s purpose while poor handling of relationships can negatively impact organizational outcomes.

Course learning outcomes: Upon your successful completion of the course, you will be able to:¹

- (1) Reflect on the purpose of business and the dimensions of stakeholder management.
- (2) Map the stakeholder landscape by identifying primary, secondary, and tertiary stakeholders for an enterprise.

¹ As indicated, this course partially fulfills the following Professional MBA Program Learning Goals (PLG):

(1) Demonstrate competence for managerial decision-making; (2) Recognize and address moral and ethical challenges, and defend a course of action; (3) Understand, indicate, and apply substantive knowledge in a global context; and (4) Display competence in communications.

- (3) Evaluate the capability of organizational *systems* to tune in to and address stakeholder needs and concerns, and apply the course material to develop alternative systems as needed.
- (4) Investigate organizational responses to stakeholders, construct responses considering practical constraints, and justify those responses.
- (5) Use Senge’s tools for stakeholder engagement to construct approaches that meet stakeholder needs.

Learning approach: Four anchors will characterize our shared responsibilities for learning in this course:

- (6) Integrated – we will take a holistic approach to management by emphasizing broad skill development.
- (7) Flexible – we will practice extending our knowledge to new contexts and applying our skill sets to different business decisions.
- (8) Rigorous – we will develop cumulative business tools and techniques inside class and outside of class using individual, pair, peer, and team assignments, exercises, cases, and tests.
- (9) Transformational – we will frame course modules in ways that advance and progressively deepen your learning.

You should come prepared to ask or answer questions from your work in class and from your own experience, and to discuss related issues, other points of view, and opposing ideas. We rely on you to make the course productive and interesting. This requires asking questions and being actively engaged in class discussion. You can rely on us to present course materials clearly and to demonstrate how they will be relevant to your professional and personal formation.

Classroom Norms and Policies

- We will not use computers in this class because it distracts from the process of learning for all students (including those who are *mostly* using it for note taking). We are committed to engaging with our peers and when we are using our laptops we may end up multi-tasking.
- Professors will provide power point presentations electronically and, often, notes on paper.
- **We urge you all to attend class and to come to class prepared.** That is, come to class having completed the reading, taken relevant notes, and highlighted aspects that are intriguing or confusing. With only a few sessions with each instructor, missing a class can create serious problems in your mastering the material. Note: there are two sections of this course, Wednesday and Thursday nights, and if necessary you can attend another section covering the same material.
- **Attendance policy for PMBA Core Courses:** Attendance is an essential and intrinsic element of the education process. Absences affect the learning experience and erode the program’s norms for quality. Due to the integrated nature of core courses and the cohort model of the Professional MBA Program, missing more than two classes may result in a grade reduction at the discretion of the teaching team. When a student is going to be absent, it is the student’s responsibility to notify the instructors via e-mail and to contact the teaching team to arrange any necessary make-up

assignments. Students are strongly encouraged to collaborate with professors and, if appropriate, cohort members or study teams, to cover any missed material. Please email the teaching team or make an appointment to meet with them to discuss concerns.

- **We will add our voices to the discussion.** Sometimes that will be in small groups and sometimes when the class talks together. Either way, we are engaged and adding value to this community of learners.
- **We will be careful to listen carefully to everyone's comments and give others a chance to share their perspectives.** This is an important part of professional formation.
- We will view the classroom as a laboratory. It is a safe place to make mistakes, to engage in disagreements, and challenge each other to learn and be our best selves.
- **Canvas:** The course site (<https://seattleu.instructure.com/login>) contains class notes, articles, homework, some grades, and other course materials. If you are missing handouts, go here first. We suggest using either Chrome or Firefox for full Canvas functionality.
 - **When we discuss internal stakeholder relationships, we will use lecturettes on Canvas that help us make use of our time practicing internal management skills. The lecturette videos will typically be quite short (5-10 minutes) and there will be 2-3 each week (covering the readings for the week). In the lecturettes, you will be instructed to engage in certain activities to help you prepare for class.**
- **Business press:** Access relevant articles (WSJ, NYT, Harvard Business Review, CFO Magazine, Strategic Finance, etc.) via the SU library: <http://www.seattleu.edu/library/Default.aspx>.
- **Email:** You are responsible for any and all messages and assignments that we send via 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 must be sent through Canvas***. If you send an email about the class through regular Seattle University email, we will 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.
- **Classmates:** Your classmates are a valuable resource because they have access to the same class materials, notes, etc. 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.
- **Late work:** Students are expected to turn in work on time. This expectation is part of professional formation. If work is turned in late. The first instance will result in a penalty of 10%, subsequent late assignments will be penalized 20%. No late work will be accepted one full week after the deadline.

Class schedule

Your learning is our primary concern in this course, so we may modify this schedule if, for instance, we discover it is beneficial to spend more time on a certain topic and less on another. The instructors will make additional information available about their specific classes in a timely fashion.

DATE	TOPIC	TO READ BEFORE CLASS	DELIVERABLES (described below)
Week 1 9/26, 9/27 Cohen	<ul style="list-style-type: none"> • Introductions • Review the syllabus • Present an overview of stakeholder theory • Distribute cases/ examples for week 2 meeting 	<ul style="list-style-type: none"> • “Managing for stakeholders: The basic framework” (Freeman)—for after class [available in coursepack] 	<ul style="list-style-type: none"> • None
Week 2 10/3, 10/4 Cohen	<ul style="list-style-type: none"> • Presentations 	<ul style="list-style-type: none"> • Cases and examples required for student presentations [materials provided] 	<ul style="list-style-type: none"> • Presentations (Assignment #1)
Week 3 10/10, 10/11 Cohen	<ul style="list-style-type: none"> • Debrief cases/examples • Discuss Caprica case 	<ul style="list-style-type: none"> • Caprica case summary [provided] 	<ul style="list-style-type: none"> • Student reflection: What conclusions do you draw from cases/examples in class? (Assignment #2) • Caprica case preparation (Assignment #3)
Week 4 10/17, 10/18 Cohen	<ul style="list-style-type: none"> • Trust, management theory, behavioral economics experiment 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
Week 5 10/24, 10/25 Ferraro	<ul style="list-style-type: none"> • Stakeholder engagement framework • Trust 	<ul style="list-style-type: none"> • Building the virtuous circle of trust (Cardona & Wilkinson, 2009) • Maak, T. (2007). Responsible leadership, stakeholder engagement, and the emergence of social capital. <i>Journal of Business Ethics</i>, 74(4), 329-343. • Psychological contracts: Understanding the ties that bind (Rousseau) 	<ul style="list-style-type: none"> • None
Week 6 10/31, 11/1	<ul style="list-style-type: none"> • The “what” of internal relationship management 	<ul style="list-style-type: none"> • The three things employees really want (Goler et al, 2018) • Necessary art of persuasion (Conger, 2000) • Paul Levy: Taking charge of the Beth Israel Deaconess Medical Center (Garvin & Roberto, 2002) 	<ul style="list-style-type: none"> • View lecturettes/discussion questions on Canvas before class

Ferraro	<ul style="list-style-type: none"> • What does it mean to build internal relationships (and why should I care)? • Soliciting the interests of others • Sharing perspectives 		
Week 7 11/7, 11/8 Ferraro	<ul style="list-style-type: none"> • The “who” of internal relationship management • Who are my internal relationship partners? 	<ul style="list-style-type: none"> • How leaders create and use networks (Ibarra & Hunter) • The people who make organizations go - or stop (Cross & Prusak) • The network secrets of great change agents (Battilana & Casciaro) 	<ul style="list-style-type: none"> • View lecturettes/discussion questions on Canvas before class • Network assessment reflection exercise: abridged MBA version (Ibarra) (Assignment #4)
Week 8 11/14, 11/15 Ferraro	<ul style="list-style-type: none"> • The “you” of internal relationship management • Managing yourself in relationship building 	<ul style="list-style-type: none"> • Difficult conversations 2.0: Thanks for the feedback (D. Stone & S. Heen) • When should a leader apologize - and when not (Kellerman) • Leadership that gets results (Goleman) • Case: Challenge the boss or stand down? 	<ul style="list-style-type: none"> • View lecturettes/discussion questions on Canvas before class • Case analysis (Assignment #5)
Week 9 11/28, 11/29 Ferraro, Cohen	<ul style="list-style-type: none"> • Teams!!! • Psychological safety 	<ul style="list-style-type: none"> • Duhigg, “What Google Learned From Its Quest to Build the Perfect Team,” <i>NY Times</i>, link provided on Canvas • Want collaboration? Accept and actively manage conflict (Weiss & Hughes) 	<ul style="list-style-type: none"> • View lecturettes/discussion questions on Canvas before class
Joint Session 12/5, 12/6	<ul style="list-style-type: none"> • Final case 	<ul style="list-style-type: none"> • Case: Google employees protest secret work on censored search engine for China (https://www.nytimes.com/2018/08/16/technology/google-employees-protest-search-censored-china.html) 	<ul style="list-style-type: none"> • None
Week 11 12/12			<ul style="list-style-type: none"> • Final exam (Assignment #6) due by midnight, December 12. Submit through Canvas.

Deliverables

• **ASSIGNMENT #1: PRESENTATIONS (DUE IN CLASS ON PAPER, WEEK #2), 15% OF FINAL GRADE**

Each group will be given a case or an example during class on week #1. Prepare a concise presentation for our week #2 meeting; plan to present for about 10 minutes and expect another 10-15 minutes of discussion. Your presentations should (i) describe the example, (ii) explain whether or not management was practicing stakeholder management (as R. Edward Freeman conceives of it), (iii) evaluate the situation/outcome, (iv) suggest concrete alternatives (if necessary, especially if your evaluation was negative), and (v) draw specific conclusions for your own responsibilities as managers. “Concrete” and “specific” mean that you must go beyond vague statements like “work closely with stakeholders” and not appeal to general assumptions like “contributing to the community pays off in the end.” The fifth question should be the focus of your presentation, groups will not have time to present a complete stakeholder map or a full description of the details of their case. Some groups will be given additional instructions for their particular assignments.

Each group should turn in a one-page summary of their presentation *in class on paper* (an outline with bullet points is fine, but you should write complete sentences).

• **ASSIGNMENT #2: STAKEHOLDER REFLECTION PAPER (DUE IN CLASS ON PAPER, WEEK #3), 15% OF FINAL GRADE**

What conclusions do you draw from the presentations as a group? Please write two-to-three pages, double-spaced, responding to the following questions: (i) In class we distinguished between instrumental and intrinsic attitudes (or motivations) with respect to stakeholders; what did you see in the cases? (ii) Our discussion of R. Edward Freeman’s conception of stakeholder management distinguished between two conceptions of management (stakeholder and finance); what did you see in the cases? (iii) What conclusions can you draw about business practice (as a description), and (iv) what do you take away about your own priorities—what will you do and what should you do as a manager/ leader? Again, you must go beyond vague statements like “work closely with stakeholders” and not appeal to general assumptions like “contributing to the community pays off in the end.” Your responses should make reference to at least three of the presentations. *Feel free to address other points that interest you as well, but be sure to answer the questions listed here.* We will discuss your answers in class, and I’ll share my own answer. Note: there is no right answer here, the point of the assignment is to press each of you to draw conclusions that we can then discuss; grades will depend on the way you explain and defend your own conclusions.

• **ASSIGNMENT 3: CASE PREPARATION (DUE IN CLASS ON PAPER, WEEK #3), 5% OF FINAL GRADE**

Caprica case summary (due week #3): What would you do if you were in Jane Barrow’s position?

Explain why? We will discuss your answers in class. Write one-half page, double spaced, print and bring to class on paper. (If interested, students can look at this article, <http://www.nybooks.com/articles/2016/04/21/fury-over-fracking/>, which is a review of two books about fracking and provides additional background—though with a strong, negative opinion.)

- **ASSIGNMENT 4: INTERNAL STAKEHOLDER NETWORK ASSESSMENT EXERCISE, 5% OF FINAL GRADE**

In this assignment, you will map your network using the “Network Assessment Exercise” (found in your Harvard course pack). Your job is to thoughtfully consider who comprises your networks and what modifications you should make in the future. You will do this by completing the exercise and then reflecting on the readings for this week. **See Canvas for the assignment details.**

- **ASSIGNMENT #5: INTERNAL STAKEHOLDER CASE ANALYSIS, 30% OF FINAL GRADE**

In this assignment, you will analyze a case analysis (found in your Harvard course pack). Your job is to integrate all of the information you’ve learned from the readings to evaluate relationship building skills of key actors and create recommendations for them to improve relationships within their networks. **See Canvas for the assignment details.**

- **FINAL EXAM (ASSIGNMENT #6), 30% OF THE FINAL GRADE**

Questions distributed by week #8. Turn in on Canvas by midnight, Wednesday December 12.

Textbooks, course readers, and other materials

- **Textbook:** Senge, P., et al. 2008. *The necessary revolution: How individuals and organizations are working together to create a sustainable world.* New York: Doubleday. [We haven’t ordered it from the bookstore because copies are widely available on the internet and it is available (for free and online) in the Seattle University library.]

- **Articles** (available in a Harvard course pack at <http://cb.hbsp.harvard.edu/cbmp/access/56172482>. The course pack is available as a PDF and also in print (though note that it will take four to five days for the print copy to be delivered).

Performance assessment/ grading policies

Grades are assigned based on the following weights and approximate scale

	Deliverable	Weights
Assignment #1	Presentations	15%
Assignment #2	Stakeholder reflection	15%
Assignment #3	Caprica case preparation	5%
Assignment #4	Network analysis	5%
Assignment #5	Case analysis	30%
Assignment #6	Final Exam	30%

Grading scale

Point scale	Letter grade
94% and higher	A
90% - 93%	A-
87% - 89%	B+
84% - 86%	B
80% - 83%	B-
77% - 79%	C+
74% - 76%	C
70% - 73%	C-

University resources and policies:

Any unacknowledged sharing or copying any (even partial) solutions among students or teams violates Academic Policies and will be penalized in accordance with SU/Albers policies as referenced under the “University resources and policies” section below.

- **Library and learning commons** (<http://www.seattleu.edu/learningcommons/>): Resources include the Research [Library] Services, Learning Assistance Programs, Writing Center, and Math Lab.
- **Academic integrity tutorial** (<https://www.seattleu.edu/academicintegrity/>)

- **Academic policies** (<https://www.seattleu.edu/registrar/academics/performance/>): Academic Integrity Policy, Academic Grading Grievance Policy, and the Performance Criteria for the Albers School of Business & Economics Policy.
- **Disabilities services** (<http://www.seattleu.edu/DisabilitiesServices/>): 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, (206) 296-5740. 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.