



SEATTLE UNIVERSITY
ALBERS SCHOOL OF BUSINESS & ECONOMICS

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

TUESDAYS, FALL QUARTER 2019

SYLLABUS

FACULTY TEAM	CONTACT INFORMATION	OFFICE HOURS
Jeffery Smith	SMITJEFF@SEATTLEU.EDU	1 HOUR BEFORE CLASS & BY APPOINTMENT
Nils Peterson	NILS@TEAMSANDLEADERS.COM	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 Briggs-Myers Type. 7th Edition. CPP Inc.

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 this schedule 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 plus a 3-day weekend retreat. The instructors will make additional information available about their specific classes in a timely fashion.

WEEK	TOPIC	PROFESSOR(S)	AGENDA AND ASSIGNMENTS
Retreat Weekend	October 11-13 Retreat begins on Friday, October 11th at 2 pm and ends by 5 pm on Sunday, October 13th.	Peterson	

October 1	Leadership and Team Building Begin readings in <i>EQ Primer</i> and <i>Weis Readings Book</i> (see Canvas)	Peterson and Smith	1. Introductions 2. Submit course forms for Retreat Weekend 3. Course schedule and expectations 4. Introduce experiential learning 5. Frame Service Project
October 8	Leadership and Team Building Continue readings in <i>EQ Primer</i> and <i>Weis Readings Book</i> (see Canvas)	Peterson	1. Experiential activities 2. Prepare for retreat Complete and bring scores to class for the Myers-Briggs Type Indicator
October 15	Leadership and Team Building Complete readings in <i>EQ Primer</i> and <i>Weis Readings Book</i> (see Canvas)	Peterson	1. Debrief retreat 2. Experiential activities 3. Service Project meetings Submit Reading Syntheses Assignment on Canvas by Tuesday, October 15th at 6pm
October 22	Leadership and Team Building	Peterson	1. Experiential activities 2. EQ and leadership
October 29	Leadership and Team Building Goleman, "What Makes a Leader?" (Canvas)	Peterson and Smith	1. Leadership simulation 2. Closing reflections on experiential learning 3. In-class discussion of Goleman's "What Makes a Leader?" Submit Reflection Journal Assignment on Canvas by Sunday, October 27th at 6pm
November 5	Ethics and Leadership: EQ and Ethical Responsibility Smith, "Dealing with Harassment" (Canvas) Smith and Johnson, "Too Many Men Are Silent Bystanders to Sexual Harassment" (Canvas)	Smith	1. Values and ethical values 2. EQ and ethics 3. In-class discussion of case study "Dealing with Harassment" (see Canvas for study questions)

<p>November 12</p>	<p>Ethics and Leadership: Goals and Ethical Responsibility</p> <p>Bowen McCoy, “The Parable of the Sadhu” (Canvas)</p> <p>Kahn, “Starbucks Incident: It Wasn’t Implicit Bias. It Was Racism” (Canvas)</p> <p>Calfas, “Was Starbucks’ Racial Bias Training Effective?” (Canvas)</p>	<p>Smith</p>	<p>1. Ethical lessons of the “The Parable of the Sadhu”</p> <p>2. Ethical responsibilities of followers and their leaders</p> <p>3. Ethical decision making</p> <hr/> <p>Small Group Ethics Presentations due at 6pm (groups TBD)</p>
<p>November 19</p>	<p>Ethics and Leadership: Ethical Decision Making</p> <p>Reading: Bazerman and Tenbrunsel, <i>Blind Spots</i>, Chapters 1 and 3-5</p>	<p>Smith</p>	<p>1. Ethical decision making, continued</p> <p>2. Cognitive biases in decision making</p> <p>3. Ethical blindness in teams and organizations</p> <p>4. In-class discussions of <i>Blind Spots</i></p> <hr/> <p>Small Group Ethics Presentations due at 6pm (groups TBD)</p>
<p>November 26</p>	<p>Ethics and Leadership: Ethical Culture</p> <p>Grant, “The One Question You Should Ask About Every New Job” (Canvas)</p> <p>Duhigg, <i>The Power of Habit</i>, Chapter 4, “Keystone Habits, or the Ballad of Paul O’Neil” (Canvas)</p>	<p>Smith</p>	<p>1. Characteristics of an ethical organizational culture</p> <p>2. Creating an ethical organizational culture</p> <hr/> <p>Small Group Ethics Presentations due at 6pm (groups TBD)</p>
<p>December 3</p>	<p>Conclusion: Teams, Leadership and Ethics</p> <p>Reading: Bazerman and Tenbrunsel, <i>Blind Spots</i>, Chapters 6 and 8</p>	<p>Smith and Peterson</p>	<p>1. Creating an ethical organizational culture, cont’d</p> <p>2. Discussion of Service Project experience</p> <hr/> <p>Submit Ethics and Leadership Synthesis Assignment on Canvas by December 10th at 11:59pm</p>

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 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 and 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

Final grades for this course are assigned based on the following assignments and weights. Details regarding each assignment are available on Canvas.

Component	Weight	Assignments
Leadership and Team Building	50%	Reading Syntheses (20 points) Reflection Journal (30 points) Attendance and Participation (50 points)
Ethics and Leadership	50%	Small Group Ethics Presentation (25 points) Ethics and Leadership Synthesis (75 points)

General Information and Policies

The **Canvas** course site (<https://seattleu.instructure.com>) 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.

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 must 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 the Seattle University 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.

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 University remains committed to providing a safe and equitable learning, living, and working environment. Seattle University also 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. Please note that Seattle University 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/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the **Office of Institutional Equity** at (206) 296-2824.

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: 09/04/19