Course Information

Course code: MBA 5210
Number of credits: 3
Class location: PIGT 108
Class meetings: Wednesday, 6:00 - 8:40 p.m.
Canvas site: https://seattleu.instructure.com/login

Faculty Team

<table>
<thead>
<tr>
<th>Marc Cohen, PhD</th>
<th>CONTACT INFORMATION</th>
<th>OFFICE HOURS</th>
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<tbody>
<tr>
<td></td>
<td>CANVAS - OFFICE: PIGT 402</td>
<td>1 HOUR BEFORE CLASS, INFORMALLY AFTER CLASS, &amp; BY APPOINTMENT</td>
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<tr>
<td></td>
<td>EMAIL: <a href="mailto:COHENM@SEATTLEU.EDU">COHENM@SEATTLEU.EDU</a> -TEL: (206) 296-2399</td>
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<tr>
<td>Joe Schlegel, MAM</td>
<td>CANVAS – OFFICE/ADJUNCT LOUNGE: PIGT 516</td>
<td>1 HOUR BEFORE CLASS &amp; BY APPOINTMENT</td>
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<td>EMAIL: <a href="mailto:SCHLEGELJ@SEATTLEU.EDU">SCHLEGELJ@SEATTLEU.EDU</a> -TEL: (909) 518-9850</td>
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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.
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.

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, integrate, and apply relevant knowledge and skills in a global context; and (4) Display competence in communications.
(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.

• **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](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.


- **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 (tentative).** .................................................................

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.

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>TO READ BEFORE CLASS</th>
<th>DELIVERABLES (described below)</th>
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| Week 1 | 9/25 | • Introductions  
• Review the syllabus  
• Overview of stakeholder theory  
• Distribute cases/examples for week 2 meeting | • “Managing for stakeholders: The basic framework” (Freeman)—for after class  
Link provided after class, available through Lemieux Library | None |
| Cohen | | | |
| Week 2 | 10/2 | • Presentations | • Cases and examples required for student presentations [materials provided in class in week one] | Presentations (Assignment #1) |
| Week 3 | 10/9 | Schlegel | The “what” of internal relationship management  
What does it mean to build internal relationships (should I care)?  
Soliciting the interests of others  
Sharing perspectives | The three things employees really want (Goler et al, 2018) [HCP]  
Necessary art of persuasion (Conger, 2000) [HCP]  
Paul Levy: Taking charge of the Beth Israel Deaconess Medical Center (Garvin & Roberto, 2002) [HCP] | Prepare readings. |
|---|---|---|---|---|---|
| Week 4 | 10/16 | Cohen | Debrief cases/examples from week two  
Discuss Caprica case | Caprica case summary [materials provided in class] | Student reflection: What conclusions do you draw from cases/examples in class? (Assignment #2)  
Caprica case preparation (Assignment #3) |
| Week 5 | 10/23 | Cohen | Trust, management theory, behavioral economics experiment | None | None |
| Week 6 | 10/30 | Schlegel | Stakeholder engagement process  
Trust | Refresh on stakeholder material from previous weeks  
Building the virtuous circle of trust (Cardona & Wilkinson, 2009) [HCP]  
Psychological contracts: Understanding the ties that bind (Rousseau) [HCP] | Prepare readings. |
| Week 7 | 11/6 | Schlegel | The “who” of internal relationship management  
Who are my internal relationship partners? | How leaders create and use networks (Ibarra & Hunter) [HCP]  
The people who make organizations go - or stop (Cross & Prusak) [HCP]  
The network secrets of great change agents (Battilana & Casciaro) [HCP] | Network assessment reflection exercise: abridged MBA version (Ibarra) [HCP] (Assignment #4) |
| Week 8 | 11/13 | Schlegel, Cohen | The “you” of internal relationship management  
Managing yourself in relationship building | Difficult conversations 2.0: Thanks for the feedback (D. Stone & S. Heen) [HCP]  
When should a leader apologize - and when not (Kellerman) [HCP]  
Leadership that gets results (Goleman) [HCP] | Prepare readings. |
| Week 9 | 11/20 | Schlegel | Teams!!!  
Psychological safety | Case: Managing a Global Team: Greg James at Sun Microsystems (Neely, Delong) [HCP]  
Duhigg, “What Google Learned From Its Quest to Build Case analysis (Assignment #5) |
 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 of 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 #4), 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? Which elements of the Stakeholder Engagement Model and Stakeholder Process Model were relevant? (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 #4), 5% OF FINAL GRADE

Caprica case summary: 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.

• ASSIGNMENT #6: FINAL EXAM, 30% OF THE FINAL GRADE

Questions distributed by week #8. Turn in on Canvas by midnight, Wednesday December 11.
Textbooks, course readers, and other materials

- **Articles**: All articles are available in a Harvard course pack, which includes the Network Assessment Survey for Assignment #4. Here is the link [https://hbsp.harvard.edu/import/647441](https://hbsp.harvard.edu/import/647441). The course pack is available as a PDF. *Please make the $80 investment as finding the articles for “free” in the Lemieux Library can be problematic.*

- **Optional (Recommended)**: Senge, P., et al. 2008. *The necessary revolution: How individuals and organizations are working together to create a sustainable world.* New York: Doubleday. [Copies are widely available on the internet and it is available (for free and online) in the Seattle University library.]

**Performance assessment/ grading policies**

Grades are assigned based on the following weights and approximate scale

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<tr>
<th>Deliverable</th>
<th>Weights</th>
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<tbody>
<tr>
<td>Assignment #1 Presentations</td>
<td>15%</td>
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<tr>
<td>Assignment #2 Stakeholder reflection</td>
<td>15%</td>
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<td>Assignment #3 Caprica case preparation</td>
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<td>Assignment #4 Network analysis</td>
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<td>Assignment #5 Case analysis</td>
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<td>Assignment #6 Final Exam</td>
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<th>Point scale</th>
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<td>94% and higher</td>
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<td>90% - 93%</td>
<td>A-</td>
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<td>87% - 89%</td>
<td>B+</td>
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University resources and policies: .................................................................

Academic Resources:
- Library and Learning Commons (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/)
- 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/. 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)

Policy on Religious Accommodations for Students https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.pdf