COURSE OBJECTIVES:
1. Demonstrate an understanding of the role of leadership in organizations both at the micro level (individual, teams) and at the macro level of organization (e.g. strategic management, organizational structure);
2. Demonstrate an understanding of how business management concepts relate to service to others, organizational social responsibility, ethical practice, and commitment to justice.
3. Demonstrate an understanding of diversity (national, ethnic, cultural, gender, etc) and the issues and challenges related to managing a workforce that is diverse.
4. Demonstrate effective written communication skills.

COURSE MATERIALS: MBTI Self-Scoring Inventory; Fall 2019 Readings List Below
CLASS SCHEDULE AND ASSIGNMENTS:

Session 1: Wednesday, Oct 2 6:00 to 9:30 p.m.
Paperwork and syllabus, Acquaintance Activities, Problem Solving Activities

Assignment due November 6: “Development Assessment” (DA) Formal Writing Assignment - 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.

Assignment due December 4: Journal Reflections: 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 December 4 (See Student Responsibilities and Evaluation).

Session 2: Wednesday, October 9 6:00 to 9:30 p.m.
Trust Activities etc., Choose ICC

Session 3: Wednesday, October 23 6:00 to 9:30 p.m.
Continue trust activities, prepare for retreat

Session 4: Friday, November 1 at 2:00 p.m. to Sunday, November 3 at 5:00 p.m.
Meet at Bastyr ready to begin by 1:30 PROMPT!

Assignment due November 5: PRLP – Post retreat listserve post – send a message to the class listserve to reconnect with retreat participants. You could provide feedback to all individuals in class or perhaps a more general reconnection post. Not handed in.

Assignment due November 6: Key Learning Points from Retreat - Observe your own 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 periodically during the weekend 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. Not handed in.

Session 5: Wednesday, November 6 6:00 to 9:30 p.m.
Retreat debrief

Assignment due December 4: “Action Plan” (AP) Formal Writing Assignment - For this assignment, reflect on the teamwork/leadership areas of focus you want to
emphasize, then meet with your coaches and consider 1) your thoughts about three areas for your focus, 2) if your coaches agree, 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.

Assignment due December 4: “Management and Service” (M&S) Formal Writing Assignment - For this assignment, write a 2-3 page paper wherein you respond to the queries below. Think about your service project from its very beginning through to its completion and describe the following characteristics of your service project:

1. What was your influential (leadership) role in the project? What other leadership did you see displayed in your service project? Describe what you learned about leadership from your service project.
2. Describe how the service project may have influenced your view of leadership. Did it influence how you might define leadership? If so how, if not, why not?
3. Describe why service to the community is important to management. Describe how businesses pursuing community service relates to social responsibility.

Session 6: Wednesday, December 4 6:00 to 9:30 p.m.
Discuss SLP, course wrap-up

"The thing to remember when traveling is that the trail is the thing, not the end of the trail. Travel too fast and you miss all you are traveling for."

Louis L'Amour

STUDENT RESPONSIBILITIES AND EVALUATION:

Participants in MGMT 4710 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 (35% of grade; DA=10%, AP=15%, M&S=10%). 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 (20% of grade).** The journal should contain reflections 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?

Tie together what you learned in the readings and what you 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 messages to your class or to specific individuals 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 handwritten and is due on 12/4. 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 (20% 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 12/4.

5. **Service Learning Project (part of attendance and participation).** Each class will plan and implement 1 or at most 2 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. EACH GROUP MEMBER MUST HAVE A SPECIFICALLY DEFINED LEADER/TEAM ROLE. The following provides some guidelines about selecting, planning, and implementing your project:

- Try to meet before or after class to generate ideas for service projects. Use email list.
- Generate no less than 5 and no more than 30 possible ideas.
- Your group should consider whether the project promises to make a significant contribution to the community (the university, the neighborhood, the environment etc.).
- Your project can involve grunt work or higher-level skills present in the group.
- 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!
MGMT 4710 Fall, 2019 Readings. Readings can be derived from the “Business Source Premiere” database unless otherwise indicated


Trust/Confidence/Delegation:

4. Music lessons https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmag.uchicago.edu%2Feconomics-business%2Fmusic-lessons&amp;data=02%7C01%7CBILLWEIS%40seattleu.edu%7C859f9f3a5a3948e4195008d6ae0d2794%7Cbe10c052b01c48499967ce7e7f4c9d8%7C0%7C63688776852838689&amp;data=07f0cz1wEJ1UfTPEmE8WKITFTiRSt%2Fns2OpFKmdQs%3D&amp;reserved=0


Team Processes/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/#739f83359dad

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](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:**

26. The agenda – Grassroots leadership.
[https://www.fastcompany.com/36897/agenda-grassroots-leadership](https://www.fastcompany.com/36897/agenda-grassroots-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!