

Seattle University

Albers School of Business and Economics

MBA 5205-01 Teams, Leadership, and Decision-Making

Fall Quarter 2021 / Tuesdays 6:00 – 8:40pm

Lemieux Library 122 (The Boeing Room) for the Teams and Leadership Module

Pigott 201 for the Ethical Leadership Module

Faculty Team: Names, Contact Information, and Course Module Responsibility

Dr. Bill Weis: BILLWEIS@seattleu.edu , Teams and Leadership Module

Dr. Jessica Imanaka: imanakaj@seattleu.edu , Ethical Leadership Module

Office Hours: One Hour before class and by appointment

Reading Materials

Please purchase the following **Required Text**:

Rubenstein, David M. (2020). *How to Lead: Wisdom from the World's Greatest CEOs, Founders, and Game Changers* (New York: Simon & Schuster). ISBN: 978-1-9821-3215-6. Available through the Seattle University bookstore or online.

All other required readings are accessible in electronic format through this Canvas site and the pages within each of its two modules.

Short cases, activities, lists and diagrams have been excerpted from:

Treviño, Linda K. and Nelson, Katherine A. (2021). *Managing Business Ethics: Straight Talk about How to Do It Right*. Eight Edition. (Hoboken, NJ: John Wiley & Sons, Inc.).

Class Meeting Schedule

Dr. Bill Weis has posted a detailed outline and schedule for the “Teams and Leadership” segment of the course, including information about the retreat, on the **Canvas** site. Dr. Jessica Imanaka has posted a detailed schedule for her module on **Canvas**. Please **check Canvas regularly** for her module. It contains information about readings, assignments, and class plans.

Purpose and Learning Outcomes

Learning how to manage, lead and effectively work in groups is at the heart of the MBA. The purpose of the course is to thoughtfully develop these skills. Specifically, we will: (a) cultivate your decision-making skills as an individual and as a member of a group; (b) develop your ability to engage in effective interpersonal communication and team building; and (c) improve your ethical awareness and leadership in organizations. 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 and how organizational culture can promote ethical outcomes. (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.

50% of your grade will be based on the Teams and Leadership module

50% of your grade will be based on the Ethical Leadership module

Breakdown of percentages in each module:

Teams and Leadership Module:

Readings Syntheses: 20 points (10% of final grade)

Reflection Journal: 30 points (15% of final grade)

Participation: 50 points (25% of final grade)

Ethical Leadership Module:

Attendance, Participation, Preparation, and Advanced Reflection on Readings: 40 points (20% of final grade)

Team Responsibility for Leadership Cases: 30 points (15% of final grade)

Ethical Leadership Journal: 30 points (15% of final grade)

General Information and Policies

The Canvas course site (<https://seattleu.instructure.com>) contains videos, class notes, instructions, information on class meetings, articles, assignments, discussion forums, a gradebook, and other course materials. Please go to Canvas as a first stop if you are looking for any of these resources. The Ethical Leadership module will utilize Canvas more extensively than the Teams and Leadership module. We suggest using either Chrome or Firefox for full Canvas functionality.

To minimize distractions and disruptions please use only the device or computer needed to access Zoom during our scheduled online class meetings. Each instructor may have other expectations about your conduct and presence online, which will be specified at the first online class meeting or on Canvas.

Access relevant newspapers, business periodicals 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

Library and 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/>).

Disability Services: Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include "invisible disabilities," such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of Covid, even after recovery ("long-Covid"), if a health care provider determines it is a chronic health problem. If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

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.

Religious Accommodation: It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).”

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: 09/10/21