

SEATTLE UNIVERSITY
ALBERS SCHOOL OF BUSINESS AND ECONOMICS

MGMT 4710
ADVENTURE-BASED LEADERSHIP

Spring Quarter 2021

Professor: Greg Prussia Office: Pigott 517 Phone: 296-2514 office or 296-2550
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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:

Spring 2021 Assigned Materials List at End of Syllabus

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:** oi@seattleu.edu; **phone:** 206.296.2824) University Resources and Policies

Policy on Religious Accommodation

Consistent with Washington State law (RCW 28.10.039), 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.

“Highly effective teams are composed of groups of committed individuals who trust each

CLASS SCHEDULE AND ASSIGNMENTS:

Session 1:

Wednesday, April 7 6:00 to 9:30 p.m.
Introductions, Syllabus, MBTI, etc.

Assignment due April 21: “Development Assessment” (DA) Formal Writing

Assignment - Based on a discussion with your 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. Your first Breakout Room members will be your coaches. 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. **NO APPLICATION IN THIS PAPER!**

Session 2:

Wednesday, April 14 6:00 to 9:30 p.m.
Assigned materials discussion, etc.

Session 3:

Saturday April 17 and Sunday April 18, 9am to 5pm each day
Weekend interactive activities

Session 4:

Wednesday, April 21 6:00 to 9:30 p.m.
Assigned materials discussion, etc.

Session 5:

Wednesday, April 28 6:00 to 9:30 p.m.
Assigned materials discussion, Weekend Debrief, Action Plan assignment description

Assignment due May 19: “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 double-spaced paper focusing on these areas and how, **SPECIFICALLY**, how you will integrate/apply them in your work and personal life. Note what role your coaches played in this process.

Session 6:

Wednesday, May 19 6:00 to 9:30 p.m.

Assigned materials discussion, Action Plan sharing, 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; 20pts).

These 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 assigned materials and course experiences.

2. Two Formal writing assignments (40% of grade; DA=15pts, AP=25pts).

These assignments are important tools to maximize your learning and improve your writing skills. In answering these questions, you will explore your reactions to assigned materials, break-room discussions, and any other course materials/discussions. 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 MATERIALS, DISCUSSIONS, and other COURSE MATERIALS using parentheses as a reference tool; 3) exemplary grammar and no errors.

4. Assigned Materials Write-ups (40 % of grade; 10pts/set).

For each of the 24 assigned materials, you need to prepare a brief summary and interpretation. The summary may be in bullet form or paragraph form, but it needs to be in depth. The interpretation should be at least a paragraph and include your description about how the assigned material relates to your personal life; this also should be in depth. That is, if the material suggests important communication skills, you might describe a former supervisor of yours who either displayed or did not display the particular skill. 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/watching and reducing (or synthesizing) to the salient points being conveyed in each 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 write-ups will give you a memory "handle" on what you've read/seen and will make the time you've spent with the materials much more meaningful and more enduring. These write-ups may vary in length depending on the item that you are summarizing/interpreting. There are 4 sets of assigned materials each containing 6 assigned materials; each set is worth 10 points. They are due just before the beginnings of Sessions 2-5.

MGMT 4710 Spring, 2021 Assigned Materials.

1. Games managers play: Play as a form of leadership development. Academy of Management Learning & Education. September, 2011, V. 10, 507-527.

2. 12 benefits of teambuilding <https://www.corporatechallenge.com.au/12-benefits-team-building/>

Trust/Confidence/Delegation:

3. Why trust is the new core of leadership

<https://www.forbes.com/sites/trustedadvisor/2012/04/03/why-trust-is-the-new-core-of-leadership/#7e96e0c2645a>

4. Three keys to building trust.

<http://www.reliableplant.com/Read/27611/Build-trust-managers-employees>

5. Music lessons

<https://mag.uchicago.edu/economics-business/music-lessons>

6. Overcome the 8 barriers to confidence. HBR Blog, January 3, 2014.

<http://blogs.hbr.org/2014/01/overcome-the-eight-barriers-to-confidence>

7. You can if you think you can: 4 ways to build self-efficacy

<https://www.lifehack.org/533064/you-can-you-think-you-can-4-ways-build-self-efficacy>

8. Why aren't you delegating?

<https://hbr.org/2012/07/why-arent-you-delegating>

Team Processes/Relationships:

9. How to manage for collective creativity.

https://www.ted.com/talks/linda_hill_how_to_manage_for_collective_creativity?language=en#t-117197

10. Five essentials to managing multicultural work-teams.

<https://www.fastcompany.com/3058037/5-essentials-to-managing-multicultural-teams>

11. Want high performing teams? Balance tasks and relationships

<https://www.emergenetics.com/blog/high-performing-teams-balance-tasks-relationships/>

12. The Seahawks super bowl winning culture part 2

<https://excellentcultures.com/the-seahawks-super-bowl-winning-culture-part-two/>

Communication/Collaboration:

13. 7 tips for effective listening. Internal Auditor. August 2003, V. 60, p. 23.

14. More "boomerang" employees return to Microsoft as corporate culture shifts. Seattle Times, 3/3/18, Business Technology, by Rachel Lerman.

<https://www.seattletimes.com/business/microsoft/more-boomerang-employees-return-to-microsoft-as-corporate-culture-shifts/>

Possibly poor link; type article title into browser

15. Collaboration beats smarts in group problem solving
<http://www.npr.org/templates/story/story.php?storyId=130247631>

Goal Setting/Motivation:

16. SMART goals.
<https://www.yourcoach.be/en/coaching-tools/smart-goal-setting.php>

17. Interesting video on motivation
<http://www.youtube.com/watch?v=u6XAPnuFjJc>

Emotional Intelligence/Personality:

18. The four pillars of emotional intelligence and why they matter
<http://p4s.pt/en/the-4-pillars-of-emotional-intelligence-and-why-they-matter/>

19. The Power of Introverts: http://www.ted.com/talks/susan_cain_the_power_of_introverts.html

20. What is psychological capital?
<http://ecoggins.hubpages.com/hub/Psychological-Capital-Four-Pillars-of-Mental-and-Emotional-Fitness>

Decision Making and Leadership:

21. Four pillars of successful corporate decision-making.
<https://www.cfo.com/leadership/2020/03/four-pillars-of-successful-corporate-decision-making/>

22. Transformational Leadership
http://www.nwlink.com/~donclark/leader/transformational_leadership.html

23. The agenda – Grassroots leadership.
<https://www.fastcompany.com/36897/agenda-grassroots-leadership>

24. Level 5 Leadership video and article
https://www.jimcollins.com/media_topics/media.html#*Level5Leadership

<https://www.mindtools.com/pages/article/level-5-leadership.htm>

For articles without links:

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!