

P-MBA 5210: Building Stakeholder Relationships, WQ 2021

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Introduction

Winter quarter 2021 continues to challenge us with restrictions on face-to-face meetings and a generally uncertain environment.

P-MBA 5210 will be taught remotely, with synchronous meetings using Zoom most weeks. We'll use a combination of group assignments and group discussions to address the course material, about management from a stakeholder perspective. And we hope also to build social connections, foster collaborative relationships, and learn from one another. Our working assumption is that graduate students in the face-to-face MBA program are local and so synchronous meetings are possible. But we are all still adapting to this situation, so we—as faculty—will remain flexible and adjust as needed; it is our goal to support you as students the best we can. At the same time, please let us know if anything on the Canvas site or something about the course isn't clear.

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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 successful completion of the course, you will be able to:

- (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.
- (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.

These course goals (above) partially fulfill the following P-MBA Program Learning Goals:

- (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.
- (4) Display competence in communications.

Even with the shift to a remote course, **our learning approach** stays the same, it is anchored by four shared responsibilities:

- (1) Integrated: we will take a holistic approach to management by emphasizing broad skill development.
- (2) Flexible: we will practice extending our knowledge to new contexts and applying our skill sets to different business decisions.
- (3) 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.
- (4) 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.

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Schedule, readings, and assignments

- The course Canvas site is designed to be navigated from the MODULES tab: each week is one Module and that Module lists the work and assignments required.

Required Readings and Materials:

- See Canvas for information on ordering the Harvard Course pack.

Office Hours:

Office hours will be by appointment and conducted via Zoom or telephone.

Response Times:

The instructors will respond within 24 hours, usually much more quickly, though you should expect slower responses over the weekend.

Class Norms

- **Class meetings will be via Zoom.** Learning in large part depends on the community, on the willingness of all participants to come together to learn, discuss, and share ideas and perceptions. You cannot have a substantive conversation or participate in a learning community anonymously. For this reason, the P-MBA program very strongly encourages everyone to have their cameras turned on during synchronous Zoom sessions and their microphones either live or muted—depending on the instructor’s preference, and on whether the ambient noise of one’s surroundings might prove distracting to others. If you would prefer that your peers and your

professor do not see your immediate surroundings, feel free to employ a virtual background. If special circumstances prohibit you from activating your camera on a particular day, let your professor know before class. Also, if you have connection problems during a session and/or must step away for a few moments and need to turn off your camera momentarily, that is fine. But the default Zoom posture should be cameras on, mind alert, and prepared to engage in conversation.

- **Come to class prepared.** 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.

Note: there are two sections of this course, Tuesday and Thursday nights; if you have to miss a class, contact the instructors, it might be possible to attend another section covering the same material.

- **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.
- **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.
- **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.

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Academic Resources and Policies

Seattle U. Orientation to Distance Learning

Resources can be found at <https://seattleu.instructure.com/courses/1563070/pages/study-habits>.

Academic Honesty:

- Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Seattle University Academic Honesty Policy.

The University's policies and procedures with respect to academic honesty are available on the registrar's web site, here: <https://www2.seattleu.edu/registrar/academic-policies/>

- All quoted or paraphrased material, or borrowed ideas, must be cited or noted as such in written papers. This includes online material. "Unintentional" plagiarism is still plagiarism. Consequences of ignoring this standard rule of scholarship are very serious. Also, presenting work from other students as your own is a serious breach of academic honesty. If you have any questions about what constitutes plagiarism, please contact me, talk to your academic advisor, or see the University's policy—which can be found at the address above.
- Also, requests for grade changes will only be accepted in writing.

Academic Resources

- Library and Learning Commons: <http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
- [English-Language Learning Center \(ELLC\)](#): This Center offers free tutoring for all SU students who are non-native speakers of English. ELLC can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit <https://www.seattleu.edu/ellc/ellc-tutoring/>
- [Writing Center](#): See <https://www.seattleu.edu/writingcenter/online-consultations/> for more about the online consultations or schedule an appointment.

Support for students with disabilities

- 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. For disability and other learning-related needs and accommodations that you have already arranged via Disability Services, please communicate with the teaching team during the first week of class through email or Zoom. Should concerns arise at any point in the quarter, please let us know as soon as possible.
- 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, but have not yet arranged support services and/or accommodations, we encourage you to do so through Disability Services staff at DS@seattleu.edu

or (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

- We are committed to working with you, so please do not hesitate to contact the teaching team.

Notice on Religious Accommodations

- 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. See: <https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>

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: oiie@seattleu.edu; phone: 206.296.2824).

Grading Scale

A	94-100, superior
A-	90-93
B+	87-89
B	84-86, good
B-	80-83
C+	77-79
C	74-76, adequate
C-	70-73