

**The Wharton School of the University of Pennsylvania
Management 240 (002): Group Dynamics
Fall 2015**

Professor

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Goals

This section of this course is offered for first-time MGMT 100 TAs. The primary goals are to:

1. Increase knowledge of what makes groups work and how to apply this information;
2. Increase knowledge of students' strengths and areas for improvement as a team member; and
3. Enhance students' capacity to perform as a MGMT 100 TA.

MGMT 240 (002) is designed to help students learn by observing, facilitating, coaching, and leading teams. The professor, Stew Friedman, teaching assistants Casey Moore and Hunter Cook, and MGMT 240 students all play critical roles toward these ends.

Professor's Role

Professor Friedman is responsible for course design, administration, and implementation. This includes presenting course concepts, leading classroom activities and discussions, overseeing in-class simulations, and evaluating student performance. He aims to connect concepts to MGMT 100 TA experiences and the world beyond Wharton. He is available to meet with MGMT 240 students by appointment and will respond promptly to e-mails. Professor Friedman solicits and responds to feedback from students and teaching assistants about how to continually improve the course.

Teaching Assistants' Role

Casey and Hunter were directly involved in the preparation of the curriculum for this semester's version of the course. As MGMT 240 teaching assistants, they are responsible for evaluating students, leading in-class discussions of MGMT 100-related topics, and sharing their experiences and insights about the challenges students face at Wharton and beyond. They will work to ensure that students are aware of their performance through feedback about classroom participation and course assignments. Every student will have a mid-semester one-on-one with either Casey or Hunter. The TAs manage all MGMT 240 matters pertaining to the MGMT 100 TA community and the MGMT 100 program, and they jointly share administrative duties with Professor Friedman. As MGMT 240 TAs, Casey and Hunter are also a resource for students on any MGMT 240-related issues; they are available to discuss course-related issues by appointment, as needed.

Students' Role

The main responsibility of MGMT 240 students is to be open to the lessons and experiences gained from the course in order to make it as valuable as possible. Students are expected to have completed all assigned readings and study questions prior to the day on which they are to be discussed. Consistent attendance at the scheduled course time is essential. If a late arrival or absence from class is unavoidable, students are expected to notify the TAs in advance, obtain class notes from fellow students, and follow the posted guidelines for the missed class writing assignment. Refer to page five for additional information pertaining to missed classes.

It is assumed that students have read the readings, completed the study questions, and are prepared to discuss the text when they arrive in class. Please note that the study questions are intended to help students focus on the main topics of the assigned readings and to assist in beginning to connect them to what will be discussed in class.

Students are to bring assigned readings and any other appropriate materials to class. Assignments are to be submitted online to Canvas prior to the start of the class on which they are due.

In addition to delivering thoughtful and perceptive written work, each student is expected to actively participate in classroom discussions and play a role in the development of the leadership and facilitation skills of their classmates. This includes building relationships with the members of their Learning Team and other students in the class. Outside of class, students are expected to test and practice the skills and techniques learned in MGMT 240 during interactions with their MGMT 100 teams and other groups. Finally, students are expected to make full use of all of the resources available to them in the MGMT 240 class, including Professor Friedman, the TAs, and one another, and to provide feedback intended to continually improve our course.

Group Memberships

As course members, students work with three groups that are important sources for learning:

1. MGMT 240 Learning Team (LT);
2. MGMT 100 student team for which they are a Team Advisor; and
3. MGMT 100 Teaching Team (TT), with their MGMT 100 instructor and fellow TAs.

These groups are the centers of analysis and action throughout the course.

Materials

The required readings for the course include two books a few supplemental materials that can be accessed through Study.net. The books are: Hackman, J. R., 2002, *Leading Teams*; Schwarz, R., 2004, *The Skilled Facilitator*. Suggested is Strunk and White's *The Elements of Style*. These books are available in the textbook department of the Penn Bookstore and should be purchased as soon as possible.

Grading

Students' grade for this course is a function of classroom contribution and participation, individual assignments, and Learning Team assignments.

There is no set curve or grading distribution in this course. Feedback and comments will be posted after every assignment. TAs will provide a more complete assessment report to each student in the form of an individual feedback session mid-semester.

The grading breakdown for MGMT 240 is as follows:

30%	Class participation
30%	Individual assignments
40%	Learning Team assignments

Please address any questions regarding the grading system to the TAs. If you have further questions after doing so, please contact Professor Friedman.

Class Participation

The class is highly interactive and student participation is essential to its success. Student class contribution grade is based on both the quantity and quality of what they bring to the discussions class every day.

Students' participation grade is a function of the following:

- Attending classes punctually;
- Demonstrating high quality contributions when performing class tasks;
- Being prepared to analyze and discuss the course materials;
- Presenting ideas in a way that others can understand;
- Asking thoughtful questions; and
- Advancing actively the goals of MGMT 240.

Please note that simply attending class will not grant full participation credit, nor will rephrasing a classmate's ideas. Students' contributions should be clear, concise, and offer ideas that further the conversations through a demonstrated mastery of course concepts and readings. Comments that derail or take away from collective learning result in a reduction of participation credit.

Furthermore, contributions to the MGMT 240 online discussion board will be considered in the assessment of class participation, using the same criteria as above. This provides students who do not participate as frequently in class with an alternative medium for discussion. Occasionally, a particular theme may be assigned as the discussion board topic. Students' ideas for this are welcome.

Professor Friedman and the TAs evaluate participation on a daily basis. Please feel free to get in touch anytime with questions about any aspect of class participation. As with everything else in this course, follow this rule: When in doubt, inquire!

Assignments

Written assignments are to be submitted online to Canvas prior to the start of class on the date due. Late assignments will not be accepted, unless an emergency situation has arisen.

Written assignments are evaluated using a variety of criteria, including:

- Strength of critical thinking and soundness of argument;
- Application of pertinent course concepts;
- Use of relevant and compelling evidence (both from readings and past experiences);
- Clarity of logical structure; and
- Control of language (including spelling, grammar, and word length +/-10%).

Assignments with presentation components include additional criteria which will be discussed in class before those assignments are due.

Casey and Hunter will provide qualitative feedback for each assignment. Please balance specificity with simplicity when answering questions and completing assignments. The more clearly students are able to articulate their thoughts, the better positioned others are to provide constructive feedback. Most assignments will be discussed in class. Reading and commenting on classmates' assignments is encouraged. Experience shows that the more students learn about and contribute to others in the class, the more they learn about themselves.

Learning Team Initiative

Students have the opportunity to improve our learning community. The Learning Team Initiative (A7), which unfolds in stages, requires teams to devise something that enhances MGMT 100 and/or MGMT 240.

After reviewing the initial idea with our class (A7.1), teams present their final concepts and completed deliverables (A7.2) to our teaching team, Dr. Greenhalgh and other MGMT 100 professors, and the MGMT 100 Executive Board. Please see the assignment outline for more details.

Posting Format

- For all individual assignments, submit the document(s) online to the appropriate assignment on Canvas in the following format: yourlastname-assignmentnumber.docx (for example: Moore-A1.docx).
- For all Learning Team assignments, submit the file(s) online to Canvas in the following format: teammatelastname1-teammatelastname2-teammatelastname3-assignmentnumber.docx (for example, for Stew, Casey, and Hunter's Learning Team: Friedman-Moore-Cook-A2.docx).
- If an assignment requires that students write a note to other members of their Learning Team (for example, if Casey is writing a note to Hunter) submit the note online to Canvas to the appropriate assignment using the following format: yourlastname-recipient'slastname-assignmentnumber.docx (e.g. Moore-Cook-A4.docx).

Assignment Deadlines and Missed Classes

Missing deadlines without prior notice is unacceptable. Half of a point will be deducted each day an assignment is late. If students think they might miss a deadline for an assignment, they must notify the TAs and instructor prior to the deadline to work out an arrangement.

If students must miss a class, they must contact the MGMT 240 TT in advance to notify them of their absence. Then, they must contact at least two classmates about what was covered in that class period, and email the 240 TT an outline of what they understand to have been the main learning points of the session. This must be completed within three days of the missed class.

Fall 2015 Course Schedule

Please note: SF stands for *The Skilled Facilitator* and LT stands for *Leading Teams*

<p>Class 0</p> <p>Tuesday August 25</p> <p>Contracting and Ground Rules</p>	<p>Goals:</p> <ul style="list-style-type: none"> Become acquainted with your Learning Team by completing the Philly Challenge Clarify your role as a TA as it relates to your MGMT 100 team Introduce the ground rules of effective group facilitation Learn skills to contract appropriately with your MGMT 100 team <p>Optional Assignment: A0</p>	<p>Readings: <u>SF</u> Ch. 1; <u>SF</u> Ch. 5; <u>SF</u> Ch. 13</p> <p>Optional Readings: TA Veteran Wisdom Document</p> <p>Study Questions:</p> <ul style="list-style-type: none"> How do you plan to establish your initial contract with your MGMT 100 team? How will you introduce, apply, and modify the ground rules and their use within your team?
<p>Class 1</p> <p>Thursday August 27</p> <p>Introductions</p>	<p>Goals:</p> <ul style="list-style-type: none"> Get to know your classmates Get an overview of course goals and performance expectations <p>Assignment: A1</p> <p>Food: LT 1</p>	<p>Readings: MGMT 100 Syllabus; MGMT 240 Syllabus; <u>SF</u> Ch.1</p> <p>Study Questions:</p> <ul style="list-style-type: none"> How does the role of a TA compare to the group facilitation roles that Schwarz describes? What challenges will you face in applying Schwarz's core values from the Skilled Facilitator approach? How will you need to adapt them?
<p>Class 2</p> <p>Tuesday September 1</p> <p>Facilitation Basics</p>	<p>Goals:</p> <ul style="list-style-type: none"> Introduce TA Talk Time Introduce the mutual learning model Clarify your role with your MGMT 100 team as a TA <p>Food: LT 2</p>	<p>Readings: <u>SF</u> Ch. 3; <u>SF</u> Ch. 4</p> <p>Study Questions:</p> <ul style="list-style-type: none"> What are the key differences between basic and developmental facilitation? To what extent does the TA role require the use of each type of facilitation? Which facilitation role(s) will you employ as a TA? What is the difference between the mutual learning model and the unilateral control model, and how does this distinction help you understand your role as a TA?

<p>Class 3</p> <p>Thursday September 3</p> <p>Group Effectiveness and Group Development</p>	<p>Goals:</p> <ul style="list-style-type: none"> Recognize areas in which your MGMT 100 team requires your support Identify the differences between facilitator and coaching roles <p>Food: LT 3</p>	<p>Readings: <u>SF</u> Ch. 2; <u>LT</u> Preface; <u>LT</u> Ch. 1</p> <p>Study Questions:</p> <ul style="list-style-type: none"> What does it mean for your MGMT 100 team to be effective? How does this meaning differ between the Schwarz and Hackman perspectives? What are the limits of your MGMT 100 TA role that constrain your capacity to modify group context, group structure, and group process? How can these be overcome? What are the five conditions that foster team effectiveness? Which conditions are the most amenable to your impact and which ones are least so? Why? What are Hackman's three criteria for understanding a team's effectiveness, and how do you see them playing out in your teams?
<p>Class 4</p> <p>Tuesday September 8</p> <p>Ground Rules & Introduction to the D.I.C.</p>	<p>Goals:</p> <ul style="list-style-type: none"> Introduce the Diagnosis Intervention Cycle Understand contextual clues to decide when and how to intervene Observe application of the D.I.C. Understand practical application of ground rules <p>To Do: Preview the <i>D.I.C. Video</i> on Canvas</p> <p>Food: LT 4</p>	<p>Readings: <u>SF</u> Ch. 6; <u>SF</u> Ch. 7</p> <p>Study Questions:</p> <ul style="list-style-type: none"> What is the most significant challenge you face in diagnosing your MGMT 100 team? What method or strategy might you use to overcome this challenge? Are there circumstances specific to the MGMT 100 setting in which you should not intervene? What are they, and why? Have you faced a situation with your MGMT 100 team where you were unsure about your intervention? What happened, and what did you learn from this?
<p>Class 5</p> <p>Thursday September 10</p> <p>Diagnosis and Intervention Basics</p>	<p>Goals:</p> <ul style="list-style-type: none"> Present A2 Learn intervention techniques from classmates <p>Assignment: A2</p> <p>Food: LT 5</p>	<p>Readings: Course Pack Reading: "<i>50 Minutes to Make a Decision</i>"; <u>SF</u> Ch. 8; <u>SF</u> Ch. 9</p> <p>Study Question:</p> <ul style="list-style-type: none"> How do you apply Schwarz's language to intervene on Ground Rules when intervening with your MGMT 100 team?
<p>Tuesday September 15</p>	<p>No Class – Rosh Hashanah</p>	

<p>Class 6</p> <p>Thursday September 17</p> <p>Real-World Applications of the D.I.C.</p>	<p>Goals:</p> <ul style="list-style-type: none"> Explore real-world applications of the D.I.C. <p>Food: LT 1</p>	<p>Study Questions:</p> <ul style="list-style-type: none"> How can Schwarz's Diagnosis Intervention Cycle be applied to real world work and social situations? What does it mean when different facilitators diagnose groups and intervene at different times or in different ways? How does this inform our understanding of team structures and the facilitator role?
<p>Class 7</p> <p>Tuesday September 22</p> <p>Stew's Story Time</p>	<p>Goals:</p> <ul style="list-style-type: none"> Learn about Prof Friedman's unique background and areas of interest <p>Food: LT 2</p>	
<p>Class 8</p> <p>Thursday September 24</p> <p>Real Teams and Compelling Direction</p>	<p>Goals:</p> <ul style="list-style-type: none"> Identify what makes a real team Understand how to create a compelling direction <p>Assignment: A3</p> <p>Food: LT 3</p>	<p>Readings: <u>LT</u> Ch. 2; <u>LT</u> Ch. 3</p> <p>Study Questions:</p> <ul style="list-style-type: none"> Which type of team most resembles your MGMT 100 team? Your MGMT 100 teaching team? MGMT 240 learning team? Why? What is the key authority question that your MGMT 100 team is now addressing? Describe the three features of a compelling direction. As a TA, which of the three tradeoffs associated with setting direction do you think you will struggle with?
<p>Class 9</p> <p>Tuesday September 29</p> <p>Coaching Others to Give and Receive Feedback</p>	<p>Goals:</p> <ul style="list-style-type: none"> Learn how to coach others to give and receive feedback Understand strategies to approach one-on-one feedback sessions with your MGMT 100 students <p>Food: LT 4</p>	<p>Study Questions:</p> <ul style="list-style-type: none"> What do you expect will be your biggest challenge during your feedback session and how are you planning to handle it? How will you make sure students and peers have understood and internalized the feedback?

<p>Class 10</p> <p>Thursday October 1</p> <p>Feedback and Emotions in Group Life</p>	<p>Goals:</p> <ul style="list-style-type: none"> Learn how emotions affect group dynamics, both in your MGMT 100 and MGMT 240 teams Choose your A7 Initiative <p>Assignment: Bring your ideas about improving MGMT 240 or MGMT 100 to class.</p> <p>Food: LT 5</p>	<p>Readings: <u>SF</u> Ch. 12</p> <p>Study Questions:</p> <ul style="list-style-type: none"> What assumptions can you make about your own emotions and the emotions of others? How will you assist your MGMT 100 team members in identifying the emotions that affect team performance? How do emotions affect your job as a MGMT 100 TA?
<p>Class 11</p> <p>Tuesday October 6</p> <p>Using Feedback to Improve Performance</p>	<p>Goals:</p> <ul style="list-style-type: none"> Share open and honest feedback with your Learning Teams <p>Assignment: A4</p> <p>Food: LT 1</p>	<p>Study Question:</p> <ul style="list-style-type: none"> How can feedback contribute to the supportive context of both MGMT 100 and MGMT 240? <p>After class: Upload two sentences on Canvas describing your action plan for the next half of the semester based on what you took away from the feedback you received from your classmates.</p>
<p>Thursday October 8</p>	<p>No Class – Fall Break</p>	
<p>Class 12</p> <p>Tuesday October 13</p> <p>Enabling Structure</p>	<p>Goals:</p> <ul style="list-style-type: none"> Analyze and propose improvements to the structure of your Learning Team and the MGMT 240 community as a whole Identify the structural support and limitations of your MGMT 100 team <p>Food: LT 2</p>	<p>Reading: <u>LT</u> Ch. 4</p> <p>Study Questions:</p> <ul style="list-style-type: none"> How can you help your MGMT 100 team work through the anti-learning temptations they may experience during the course? What can you do to assist your MGMT 100 team or your MGMT 240 team in establishing its core and secondary norms of conduct? How might you do this in light of the feedback you recently delivered and received?

<p>Class 13</p> <p>Thursday October 15</p> <p>Cultural Norms and Group Behavior</p>	<p>Goals:</p> <ul style="list-style-type: none"> Explore how individual cultural norms influence your work on teams <p>Assignment: A5</p> <p>Food: LT 3</p>	<p>Readings: 4 sections on Geert Hofstede's website:</p> <ol style="list-style-type: none"> Culture: http://www.geerthofstede.com/culture Dimensions of national culture: http://www.geerthofstede.com/dimensions-of-national-cultures Dimensions of organizational cultures: http://www.geerthofstede.com/dimensions-of-organizational-cultures Future of culture: http://www.geerthofstede.com/future-of-culture <p>Study Questions:</p> <ul style="list-style-type: none"> How do members' cultural backgrounds influence the evolution of norms on a team? Reflecting on the dimensions of national culture, where on the spectrum do you believe your native nation falls and how has this influenced your work on teams?
<p>Class 14</p> <p>Tuesday October 21</p> <p>Pitch Day</p>	<p>Goals:</p> <ul style="list-style-type: none"> Present initial Learning Team Initiative Help other teams improve their project ideas Learn from collective feedback <p>Assignment: A7.1 Give a quick overview of your A7 deliverable and be prepared to discuss any questions or concerns about it.</p> <p>Food: LT 4</p>	
<p>Class 15</p> <p>Thursday October 22</p> <p>Inter-Group Relationships</p>	<p>Goals:</p> <ul style="list-style-type: none"> Understand how power impacts leadership and group dynamics Understand that, "It's the role, not the person." <p>Food: LT 5</p>	<p>Study Questions:</p> <ul style="list-style-type: none"> How can you create a climate of trust within your MGMT 100 team? How can you develop trust between you and our students? How can you demonstrate compassion and care for your MGMT 100 team during moments of tension and conflict?

<p>Class 16</p> <p>Tuesday October 27</p> <p>Supportive Context</p>	<p>Goals:</p> <ul style="list-style-type: none"> Identify what makes coaching useful Assess potential coaching opportunities for your MGMT 100 students Learn to coach and how to be coached <p>Assignment: A6</p> <p>Food: LT 1</p>	<p>Reading: <u>LT</u> Ch. 6</p> <p>Study Questions:</p> <ul style="list-style-type: none"> According to Hackman, what is group coaching all about? When are coaching interventions most effective? How does the coaching style impact the effectiveness of a coaching intervention?
<p>Class 17</p> <p>Thursday October 29</p> <p>Expert Coaching</p>	<p>Goals:</p> <ul style="list-style-type: none"> Realize how context changes the way groups perform Explore how to align individual incentives with group goals <p>Assignment: Post questions for Roger Schwarz on Canvas by Friday, October 30th.</p> <p>Food: LT 2</p>	<p>Reading: <u>LT</u> Ch. 5</p> <p>Study Questions:</p> <ul style="list-style-type: none"> How does this chapter on the context in which groups perform inform your understanding of how your MGMT 100 student teams and your MGMT 240 Learning Team function? If you could redesign one aspect of the MGMT 100 context, what would you change, and how would this impact the course and/or the students?
<p>Class 18</p> <p>Tuesday November 3</p> <p>Skilled Facilitator</p>	<p>Goals:</p> <ul style="list-style-type: none"> Talk with Roger Schwarz about the Diagnosis Intervention Cycle Gain a greater understanding about the principles highlighted in <i>The Skilled Facilitator</i> <p>Food: LT 3</p>	
<p>Class 19</p> <p>Thursday November 5</p> <p>Casey and Hunter Story Time</p>	<p>Goals:</p> <ul style="list-style-type: none"> Learn about Casey's and Hunter's backgrounds and areas of interest <p>Food: LT 4</p>	

<p>Class 20</p> <p>Tuesday November 10</p> <p>Help Fest</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Help classmates achieve their goals <p>Assignment: Come prepared with a request for help to make to the other members of our class.</p> <p>Food: LT 5</p>	<p>Study Questions:</p> <ul style="list-style-type: none"> ○ How do you see the concept of social capital being relevant for MGMT 100? ○ Describe a time when you experienced the benefits of social capital in a setting outside of MGMT 100 and MGMT 240.
<p>Class 21</p> <p>Thursday November 12</p> <p>Building Social Capital</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Understand social capital and the reciprocity principle <p>Food: LT 1</p>	
<p>Class 22</p> <p>Tuesday November 17</p> <p>Leading Change</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Inform the class, Dr. Greenhalgh, and members of the MGMT 100 Executive Board about your completed Learning Team Initiative <p>Assignment: A7.2</p> <p>Food: LT 2</p>	
<p>Class 23</p> <p>Thursday November 19</p> <p>Leading Change</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Inform the class, Dr. Greenhalgh, and members of the MGMT 100 Executive Board about your completed Learning Team Initiative <p>Assignment: A7.2</p> <p>Food: LT 3</p>	
<p>Tuesday November 24 & Thursday November 26</p>	<p>No Class – Thanksgiving Break</p>	

<p>Class 24</p> <p>Tuesday December 1</p> <p>Using Feedback to Improve Performance</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Share open and honest feedback with your Learning Team <p>Assignment: A8</p> <p>Food: LT 4</p>	
<p>Class 25</p> <p>Thursday December 3</p> <p>Building Teams</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Experience first-hand the dynamics of your Learning Team under different work environments <p>Food: LT 5</p>	
<p>Sunday December 6</p> <p>Brunch at Stew's House</p>	<p>Join your classmates for brunch at Stew's house. Transportation and timing details to follow.</p>	
<p>Class 26</p> <p>Tuesday December 8</p> <p>Commencement</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Identify how the course has influenced you both academically and personally <p>Assignment: A9</p> <p>Food: TT</p>	

Assignments

All assignments should be submitted online to Canvas prior to the start of class on the due date. Please double space your work unless otherwise noted.

Assignment	Individual or LT	Description	Points
A0 Class 0 Tuesday Aug. 25	Individual	Outline a lesson plan for your first recitation: <ul style="list-style-type: none"> • List your main contracting points • Reach out to your lineage to review your lesson plan • Feel free to bring your lesson plan to this class to review with Casey and Hunter 	0
A1 Class 1 Thursday Aug. 27	Individual	<p>Number your responses to each item below. This information speeds up the introduction process and offers some insight about you to your peers. Please include:</p> <ol style="list-style-type: none"> 1. Full name and, in parentheses, the name you would like to be called. 2. E-mail address and cell phone number. 3. Describe your dream job. (1 short paragraph) 4. Describe a hero of yours. What do you admire about this person? (1 short paragraph) 5. What are your goals for this course? Develop your goals with reference to each of the three groups that will be a focus of this class. (1 paragraph) 6. What should others in our course know about you that will help us motivate you throughout the course? (1 paragraph) 7. What 2-3 aspects of your style and skills as a team player would you like feedback on from others in our course? (1 paragraph) <p>This assignment must be completed before the first class. Make sure to submit your responses on Canvas with the proper file name and use course concepts to support your answers.</p> <p>Please limit your essay to 1,250 words.</p> <p>Please be prepared to give a 2 minute synopsis on what you would like your classmates to know about you in class on the due date.</p>	5

<p>A2</p> <p>Class 5 Thursday Sept. 10</p>	<p>Learning Team</p>	<p>Analyze and apply the steps of the Diagnosis Intervention Cycle to the 50 Minutes to Make a Decision case study. Describe how you would handle the situation as a TA facilitator observing the meeting. Pick two instances in which it would be most appropriate to intervene. Justify your choices and include a step-by-step analysis of your progression through the Diagnosis Intervention Cycle. Indicate your assumptions about the group's existing ground rules and contracting in this analysis.</p> <p>Please note that the character profiles provided should serve only as background information and do not need to be directly considered in your analysis.</p> <p>You will have two deliverables for this assignment. For the first part, you should state your interventions and reasons for interventions in an outline format. Please limit your outline to 750 words and submit it on Canvas before the start of class. The second part of the assignment will be a creative presentation of your interventions in a format of your choice (i.e. musical, skit, video, etc.). Please limit your presentation to nine minutes.</p>	<p>10</p>
<p>A3</p> <p>Class 8 Thursday Sept. 24</p>	<p>Learning Team</p>	<p>Use the concepts from Leading Teams (Chapters 2 and 3) to analyze to what extent the Management 100 team embodies the qualities of a real team and having a compelling direction. Consider how Management 100 teams are formed and the types of work that they complete. Your discussion should focus on the generalized concept of a Management 100 team, using support from situations that any team could experience. If you identify any shortcomings, indicate how you can begin to address them. Please limit your analysis to 750 words.</p>	<p>5</p>

<p>A4</p> <p>Class 11 Tuesday Oct. 6</p>	<p>Individual</p>	<p>This assignment has three components:</p> <p>First, write a two-page double-spaced narrative to each of the other members of your Learning Team on their strengths and areas for improvement. Your analysis should be based on his/her performance in contributing to course goals, group work, class simulations, role-plays, and other interactions. Address what he/she has asked for feedback on (in A1) as well as other areas you think are important. Follow the guidelines for effective feedback given in the readings and provide a balance of both strengths and opportunities for improvement. Submit a separate file for each of your teammates on the corresponding Canvas assignment page and bring hard copies to class. For teams of four students, you will only be required to write feedback for two of your peers. You should coordinate with teammates to determine which two people will write about each person.</p> <p>Second, write a detailed outline of the feedback you anticipate you will receive from your learning teammates and bring a hard copy to class.</p> <p>Third, answer this question for each of your Learning Team members: Does [insert each Learning Team member's name here] demonstrate the basic teamwork proficiency worthy of a MGMT 240 student? There are three acceptable answers: "most of the time," "sometimes," and "rarely." Consider how your team has performed in class thus far using Hackman's principles of team effectiveness in order to help you reflect on your responses. The third part of your A4 should look like this:</p> <p>LT member 1 name – most of the time LT member 2 name – sometimes</p> <p>Please email your response to Hunter and provide further comments if you answer "sometimes" or "rarely" for any of your teammates. In order to pass MGMT 240, at least one of your teammates must give you a "most of the time" in response to this question for the A8 later this semester.</p>	<p>0</p>
<p>A4 Action Plan</p> <p>Wednesday, Oct. 17 (11:59 PM)</p>	<p>Individual</p>	<p>Please write 8-10 sentences explaining what specific steps you plan to take moving forward in MGMT 240. Use the feedback you received today as a springboard for this exercise.</p>	<p>0</p>

A5 Class 13 Thursday Oct. 15	Individual	<p>Hackman notes that norms can be imported to a team by individual members based on their prior experiences. Regional and national cultures are sources for norms that individuals can bring to their teams. How do members' cultural backgrounds influence the evolution of norms on a team? When writing this essay, you may consider the two following questions:</p> <ol style="list-style-type: none"> 1. How have cultural norms influenced the way that you have behaved in a team setting in the past? You can discuss work outside of MGMT 100 and MGMT 240. 2. How have cultural norms influenced the interactions you have observed with your MGMT 100 students? As a facilitator, when should you intervene, and if so, how would you go about doing so? <p>Limit your essay to 750 words.</p>	5
A7.1 Class 14 Tuesday Oct. 20	Learning Team	<p>Present a brief overview of your A7 project and its planned implementation. Come to class with questions or areas of concern you can share with the class after the overview.</p> <p>The presentation should not exceed seven minutes. An additional three minutes will be allocated to each team for class feedback.</p>	0
A6 Class 17 Thursday Oct. 29	Individual	<p>Part One: We will arrange in class for you to observe a classmate's status report rehearsal. You should provide them with written feedback of your observations. Also, you may invite your TA mentor(s) to observe your rehearsal.</p> <p>Part Two: Reflect on how you conduct your own status report rehearsals. Think back to Schwarz's facilitation styles (consultant, coach, trainer, leader) from Chapter One. Which of these do you embody in your rehearsal? Which style should a TA embody in a rehearsal? Incorporate the feedback from your classmate and TA mentor (if applicable) to analyze how your perceptions may differ from their observations.</p> <p>Summarize the insights from your reflection and feedback in 600 words.</p>	5

<p>A7.2</p> <p>Class 22 Tuesday Nov. 17 & Class 23 Thursday Nov. 19</p>	<p>Learning Team</p>	<p>Prepare a 15 minute presentation (not including a 10 minute Q & A) that will inform the rest of the class, Dr. Greenhalgh, and the members of the MGMT 100 Executive Board about your Learning Team Initiative in its entirety. The initiative should present your ideas in a creative and compelling manner and must link to relevant MGMT 240 course concepts. This final deliverable should provide specific suggestions for implementation; think about how this tool will be used in the MGMT 100 and MGMT 240 communities in future years. Your entire initiative must be completed at this time, and you should provide any additional materials to the MGMT 240 TT at the time of the presentation.</p> <p>Consider conducting additional research outside of MGMT 240 to bolster support for your idea. Following your presentation, the MGMT 240 TT, MGMT 100 professors, and MGMT 100 Executive Board members will provide you with feedback and ask any questions they may have.</p> <p>Before class, email a brief description of your initiative to Hunter to help inform Dr. Greenhalgh and the MGMT 100 Executive Board.</p>	<p>25</p>
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<p>A8</p> <p>Class 24 Tuesday Dec. 1</p>	<p>Individual</p>	<p>This assignment has three components:</p> <p>First, write a two-page double-spaced narrative to each of the other members of your Learning Team on their strengths and areas for improvement. Your analysis should be based on his/her performance in contributing to course goals, group work, class simulations, role-plays, and other interactions. Address what he/she has asked for feedback on (in A1) as well as other areas you think are important. Pay attention to changes that have been made since the last feedback session (A4). Have they followed their action plan? If not, why not? If so, how? Follow the guidelines for effective feedback given in the readings and provide a balance of both strengths and opportunities for improvement. Submit a separate file for each of your teammates on the corresponding Canvas assignment page and bring a hard copy to class. For teams of four students, you will only be required to write feedback for two of your peers. You should coordinate with teammates to determine which two people will write about each person.</p> <p>Second, write a detailed outline of the feedback you anticipate you will receive from your learning teammates and bring a hard copy to class.</p> <p>Third, answer this question for each of your Learning Team members: Does [insert each Learning Team member's name here] demonstrate the basic teamwork proficiency worthy of a MGMT 240 student? There are three acceptable answers: "most of the time," "sometimes," and "rarely." Consider how your team has performed in class using Hackman's principles of team effectiveness in order to help you reflect on your responses. The third part of your A8 should look like this:</p> <p>LT member 1 name – most of the time LT member 2 name – sometimes</p> <p>Please email your response to Hunter and provide further comments if you answer "sometimes" or "rarely" for any of your teammates. In order to pass MGMT 240, at least one of your teammates must give you a "most of the time."</p>	<p>0</p>
<p>A9</p> <p>Class 26 Tuesday Dec. 8</p>	<p>Individual</p>	<p>You will be conducting an analysis of your Learning Team using Hackman's five enabling conditions. Reflecting on your experience this semester, describe and assess your team with respect to the extent it is a real team, has a compelling direction, has an enabling structure, is in a supportive organizational context, and benefits from expert coaching. Include a paragraph recommending ideas for building on strengths and dealing with areas for improvement in the implementation of the five enabling conditions in MGMT 240.</p> <p>Limit your essay to 2,000 words.</p> <p>Please bring a printed final copy to submit in class.</p>	<p>15</p>