

**The Wharton School of the University of Pennsylvania  
Management 240: Group Dynamics  
Fall 2016**

**Professor**

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**Teaching Assistants**

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**Goals**

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 is designed to help students learn by observing, facilitating, coaching, and leading teams. The professor, Stew Friedman, teaching assistants Hunter Cook and Alyssa Kelly, 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**

Hunter and Alyssa 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 Hunter or Alyssa. 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, Hunter and Alyssa 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 thought questions prior to the day on which they are to be discussed. For certain classes, students will be required to submit their responses to the thought questions on Canvas. Along with these responses, students will have the option to submit questions that surfaced while doing the readings, which may be incorporated into class discussions. Please note that the thought 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.

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.

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 Canvas. The books are: Hackman, J. R., 2002, *Leading Teams*; Schwarz, R., 2002, *The Skilled Facilitator*. Strunk and White, *The Elements of Style* is recommended. 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.

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. Below is an outline of the expectations for each of the three components of grading.

### **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 and emailed to students before those assignments are due.

Hunter and Alyssa will provide qualitative feedback for each assignment based on the five criteria above. Students will receive a 1/1 on Canvas for each assignment they complete along with a comment on whether or not the submission met, exceeded or did not meet expectations. The 1/1 score will confirm the student completed the assignment, while the qualitative feedback will serve as an indication of the student's performance on the assignment. Please note that each assignment will be weighted relative to the points for each assignment, as indicated beginning on Page 14.

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**

As leaders in the undergraduate community, TAs have the opportunity to make tangible change on campus. The Learning Team Initiative (A6), which unfolds in stages, requires teams to look critically at Penn and Wharton in order to identify initiatives that will contribute to the growth of our learning community.

After reviewing the initial idea with our class on Pitch Day (A6.1), teams present their final concepts and completed deliverables (A6.2) to our teaching team and key stakeholders. 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: Cook-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, Hunter, and Alyssa's Learning Team: Friedman-Cook-Kelly-A2.docx).

- If an assignment requires that students write a note to other members of their Learning Team (for example, if Alyssa 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. Kelly-Cook-A4.docx).

### **Assignment Deadlines and Missed Classes**

Missing deadlines without prior notice is unacceptable. Students who do not submit the given assignment by the deadline will be automatically given a 'does not meet expectations' designation on the assignment. 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 2016 Course Schedule

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

<p>Class 0</p> <p>Sunday August 28</p> <p>Contracting and Ground Rules</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Become acquainted with your Learning Team by completing the Philly Challenge</li> <li>• Clarify your role as a TA as it relates to your MGMT 100 team</li> <li>• Introduce the ground rules of effective group facilitation</li> <li>• Learn skills to contract appropriately with your MGMT 100 team</li> </ul> <p><b>Assignment:</b> First Recitation Preparation (A0)</p> <p><b>Readings:</b> <u>SE</u> Ch. 1; <u>SE</u> Ch. 5; <u>SE</u> Ch. 13</p> <p><b>Optional Readings:</b> TA Veteran Wisdom Document</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ How do you plan to establish your initial contract with your MGMT 100 team?</li> <li>○ How will you introduce, apply, and modify the ground rules and their use within your team?</li> </ul>
<p>Class 1</p> <p>Tuesday August 30</p> <p>Introductions</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Get to know your classmates</li> <li>• Get an overview of course goals and performance expectations</li> </ul> <p><b>Assignment:</b> Introductions and Reflections (A1)</p> <p><b>Readings:</b> MGMT 100 Syllabus; MGMT 240 Syllabus; <u>SE</u> Ch.1</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ How does the role of a TA compare to the group facilitation roles that Schwarz describes?</li> <li>○ What challenges will you face in applying Schwarz's core values from the Skilled Facilitator approach? How will you need to adapt them?</li> </ul> <p><b>Food:</b> LT 1</p>
<p>Class 2</p> <p>Thursday September 1</p> <p>Facilitation Basics</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Introduce TA Talk Time</li> <li>• Introduce the mutual learning model</li> <li>• Clarify your role with your MGMT 100 team as a TA</li> </ul> <p><b>Readings:</b> <u>SE</u> Ch. 3; <u>SE</u> Ch. 4</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ What are the key differences between basic and developmental facilitation?</li> <li>○ To what extent does the TA role require the use of each type of facilitation?</li> <li>○ Which facilitation role(s) will you employ as a TA?</li> <li>○ 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?</li> </ul> <p><b>Food:</b> LT 2</p>

<p>Class 3</p> <p>Tuesday September 6</p> <p>Group Effectiveness and Group Development</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Recognize areas in which your MGMT 100 team requires your support</li> <li>• Identify the differences between facilitator and coaching roles</li> </ul> <p><b>Readings:</b> <u>SF</u> Ch. 2; <u>LT</u> Preface; <u>LT</u> Ch. 1</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ What does it mean for your MGMT 100 team to be effective? How does this meaning differ between the Schwarz and Hackman perspectives?</li> <li>○ 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?</li> <li>○ 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?</li> <li>○ What are Hackman's three criteria for understanding a team's effectiveness, and how do you see them playing out in your teams?</li> </ul> <p><b>Food:</b> LT 3</p>
<p>Class 4</p> <p>Thursday September 8</p> <p>Ground Rules &amp; Introduction to the D.I.C.</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Introduce the Diagnosis Intervention Cycle</li> <li>• Understand contextual clues to decide when and how to intervene</li> <li>• Observe application of the D.I.C.</li> <li>• Understand practical application of ground rules</li> </ul> <p><b>To Do:</b> Preview the <i>D.I.C Video</i> on Canvas</p> <p><b>Readings:</b> <u>SF</u> Ch. 6; <u>SF</u> Ch. 7</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ What is the most significant challenge you face in diagnosing your MGMT 100 team?</li> <li>○ What method or strategy might you use to overcome this challenge?</li> <li>○ Are there circumstances specific to the MGMT 100 setting in which you should not intervene? What are they, and why?</li> <li>○ 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?</li> </ul> <p><b>Food:</b> LT 4</p>

<p>Class 5</p> <p>Tuesday September 13</p> <p>Diagnosis and Intervention Basics</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Learn how to use the DIC as a team member</li> <li>• Observe other group dynamics and identify opportunities to intervene</li> </ul> <p><b>Assignment:</b> DIC Intervention Analysis (A2)</p> <p><b>Readings:</b> Course Pack Reading: “50 Minutes to Make a Decision”; <u>SF</u> Ch. 8; <u>SF</u> Ch. 9</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ How do you apply and modify Schwarz’s language to intervene on Ground Rules when intervening with your MGMT 100 team?</li> </ul> <p><b>Food:</b> LT 5</p>
<p>Class 6</p> <p>Thursday September 15</p> <p>Real-World Applications of the D.I.C.</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Explore real-world applications of the D.I.C.</li> <li>• <b>Present on DIC Intervention Analysis assignment</b></li> </ul> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ How can Schwarz’s Diagnosis Intervention Cycle be applied to real world work and social situations?</li> <li>○ How can the language of the DIC be adopted when talking with different people?</li> </ul> <p><b>Food:</b> LT 1</p>
<p>Class 7</p> <p>Tuesday September 20</p> <p>Stew’s Story Time</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Explore the role of psychological safety within teams</li> <li>• Learn about Professor Friedman’s unique background and areas of interest</li> </ul> <p><b>Assignment:</b> Watch Amy Edmundson’s Ted Talk: Building a psychologically safe workplace <a href="https://www.youtube.com/watch?v=LhoLuui9gX8">https://www.youtube.com/watch?v=LhoLuui9gX8</a></p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ What can you do in your learning team to make it psychologically safe? Brainstorm at least one idea.</li> </ul> <p><b>Food:</b> LT 2</p>



<p>Class 8</p> <p>Thursday September 22</p> <p>Real Teams and Compelling Direction</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Identify what makes a real team</li> <li>• Understand how to create a compelling direction</li> </ul> <p><b>Assignment:</b> MGMT 100 Analysis: Real Team &amp; Compelling Direction (A3)</p> <p><b>Readings:</b> <u>LT</u> Ch. 2; <u>LT</u> Ch. 3</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ Consider Hackman's levels of team self-management. Which type of team most resembles your MGMT 100 team? MGMT 240 learning team? Why?</li> <li>○ What is the key authority question that your MGMT 100 team is now addressing?</li> <li>○ 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?</li> </ul> <p><b>Food:</b> LT 3</p>
<p>Class 9</p> <p>Tuesday September 27</p> <p>Coaching Others to Give and Receive Feedback</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Learn how to coach others to give and receive feedback</li> <li>• Understand strategies to approach one-on-one feedback sessions with your MGMT 100 students</li> </ul> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ What do you expect will be your biggest challenge during your feedback session and how are you planning to handle it?</li> <li>○ How will you make sure students and peers have understood and internalized the feedback?</li> </ul> <p><b>Food:</b> LT 4</p>
<p>Class 10</p> <p>Thursday September 29</p> <p>Feedback and Emotions in Group Life</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Learn how emotions affect group dynamics, both in your MGMT 100 and MGMT 240 teams</li> <li>• Choose your Learning Team Initiative</li> </ul> <p><b>Assignment:</b> Bring your ideas about improving Wharton or Penn to class.</p> <p><b>Readings:</b> <u>SF</u> Ch. 12</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ What assumptions have you made about your own emotions and the emotions of others in past teams?</li> <li>○ How will you assist your MGMT 100 team members in identifying the emotions that affect team performance?</li> <li>○ How do emotions affect your job as a MGMT 100 TA?</li> </ul> <p><b>Food:</b> LT 5</p>

Tuesday October 4	<b>No Class – Rosh Hashanah</b>
Thursday October 6	<b>No Class – Fall Break</b>
<p>Class 11</p> <p>Tuesday October 11</p> <p>Using Feedback to Improve Performance</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Share open and honest feedback with your Learning Teams</li> </ul> <p><b>Assignment:</b> Mid-Semester Feedback (A4)</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ How can feedback contribute to the supportive context of both MGMT 100 and MGMT 240?</li> </ul> <p><b>After class:</b> Complete Mid-Semester Action Plan and upload to Canvas.</p> <p><b>Food:</b> LT 1</p>
<p>Class 12</p> <p>Thursday October 13</p> <p>Enabling Structure</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Analyze and propose improvements to the structure of your Learning Team and the MGMT 240 community as a whole</li> <li>• Identify the structural support and limitations of your MGMT 100 team</li> </ul> <p><b>Reading:</b> <u>LT</u> Ch. 4</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ How can you help your MGMT 100 team work through the anti-learning temptations they may experience during the course?</li> <li>○ 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?</li> </ul> <p><b>Food:</b> LT 2</p>
<p>Class 13</p> <p>Tuesday October 18</p> <p>Pitch Day</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Present initial Learning Team Initiatives</li> <li>• Help other teams improve their project ideas</li> <li>• Learn from collective feedback</li> </ul> <p><b>Assignment:</b> Pitch Presentation (A6.1) Give a quick overview of your learning team initiative and be prepared to discuss any questions or concerns about it.</p> <p><b>Food:</b> LT 3</p>

<p>Class 14</p> <p>Thursday October 20</p> <p>Inter-Group Relationships</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Understand how power impacts leadership and group dynamics</li> <li>• Understand that “It’s the role, not the person”</li> </ul> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ How can you create a climate of trust within your MGMT 100 team? How can you develop trust between you and our students?</li> <li>○ How can you demonstrate compassion and care for your MGMT 100 team during moments of tension and conflict?</li> </ul> <p><b>Food:</b> LT 4</p>
<p>Class 15</p> <p>Tuesday October 25</p> <p>Cultural Norms and Group Behavior</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Explore how individual cultural norms influence your work on teams</li> </ul> <p><b>Assignment:</b> Status Report Observation &amp; Feedback (A5)</p> <p><b>Readings:</b> 4 sections on Geert Hofstede’s website:</p> <ol style="list-style-type: none"> <li>1. Culture: <a href="http://www.geerthofstede.com/culture">http://www.geerthofstede.com/culture</a></li> <li>2. Dimensions of national culture: <a href="http://www.geerthofstede.com/dimensions-of-national-cultures">http://www.geerthofstede.com/dimensions-of-national-cultures</a></li> <li>3. Dimensions of organizational cultures: <a href="http://www.geerthofstede.com/dimensions-of-organizational-cultures">http://www.geerthofstede.com/dimensions-of-organizational-cultures</a></li> <li>4. Future of culture: <a href="http://www.geerthofstede.com/future-of-culture">http://www.geerthofstede.com/future-of-culture</a></li> </ol> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ How do members’ cultural backgrounds influence the evolution of norms on a team?</li> <li>○ 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?</li> </ul> <p><b>Food:</b> LT 5</p>
<p>Class 16</p> <p>Thursday October 27</p> <p>Supportive Context</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Realize how context changes the way groups perform</li> <li>• Explore how to align individual incentives with group goals</li> </ul> <p><b>Reading:</b> <u>LT</u> Ch. 5</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ 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?</li> <li>○ 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?</li> </ul> <p><b>Food:</b> LT 1</p>

<p>Class 17</p> <p>Tuesday November 1</p> <p>Expert Coaching</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Identify what makes coaching useful</li> <li>• Assess potential coaching opportunities for your MGMT 100 students</li> <li>• Learn to coach and how to be coached</li> </ul> <p><b>Assignment:</b> Post questions for Roger Schwarz on Canvas by Friday, October 28<sup>th</sup>.</p> <p><b>Reading:</b> <u>LT</u> Ch. 6</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ According to Hackman, what is group coaching all about?</li> <li>○ When are coaching interventions most effective? How does the coaching style impact the effectiveness of a coaching intervention?</li> </ul> <p><b>Food:</b> LT 2</p>
<p>Class 18</p> <p>Thursday November 3</p> <p>Skilled Facilitator</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Talk with Roger Schwarz about the Diagnosis Intervention Cycle</li> <li>• Gain a greater understanding about the principles highlighted in <i>The Skilled Facilitator</i></li> </ul> <p><b>Food:</b> LT 3</p>
<p>Class 19</p> <p>Tuesday November 8</p> <p>Help Fest</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Help classmates achieve their goals</li> </ul> <p><b>Assignment:</b> Come prepared with a request for help to make to the other members of our class.</p> <p><b>Thought Questions:</b></p> <ul style="list-style-type: none"> <li>○ How do you see the concept of social capital being relevant for MGMT 100?</li> <li>○ Describe a time when you experienced the benefits of social capital in a setting outside of MGMT 100 and MGMT 240.</li> </ul> <p><b>Food:</b> LT 4</p>
<p>Class 20</p> <p>Thursday November 10</p> <p>Building Social Capital</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Understand social capital and the reciprocity principle</li> </ul> <p><b>Food:</b> LT 5</p>

<p>Class 21</p> <p>Tuesday November 15</p> <p>Leading Change</p>	<p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>• Inform the class and key stakeholders about your completed Learning Team Initiative</li> </ul> <p><b>Assignment:</b> Learning Team Initiative Presentation (A6.2)</p> <p><b>Food:</b> LT 1</p>
<p>Class 22</p> <p>Thursday November 17</p> <p>Leading Change</p>	<p><b>Goal:</b></p> <ul style="list-style-type: none"> <li>• Inform the class and key stakeholders about your completed Learning Team Initiative</li> </ul> <p><b>Assignment:</b> Learning Team Initiative Presentation (A6.2)</p> <p><b>Food:</b> LT 2</p>
<p>Tuesday November 22 &amp; Thursday November 24</p>	<p><b>No Class – Thanksgiving Break</b></p>
<p>Class 23</p> <p>Tuesday November 29</p> <p>Hunter and Alyssa Story Time</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Learn about Alyssa’s and Hunter’s backgrounds and areas of interest</li> </ul> <p><b>Food:</b> LT 3</p>
<p>Class 24</p> <p>Thursday December 1</p> <p>Using Feedback to Improve Performance</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Share open and honest feedback with your Learning Team</li> </ul> <p><b>Assignment:</b> End-of-Semester Feedback (A7)</p> <p><b>Food:</b> LT 4</p>
<p>Class 25</p> <p>Tuesday December 6</p> <p>Building Teams</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Experience first-hand the dynamics of your Learning Team under different work environments</li> </ul> <p><b>Food:</b> LT 5</p>

<p>Class 26</p> <p>Thursday December 8</p> <p>Commencement</p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Identify how the course has influenced you both academically and personally</li> </ul> <p><b>Assignment:</b> Hackman Learning Team Analysis (A8)</p> <p><b>Food:</b> TT</p>
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## 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
<b>First Recitation Preparation (A0)</b>  Class 0 Sunday Aug. 28	Individual	Outline a lesson plan for your first recitation: <ul style="list-style-type: none"> <li>List your main contracting points</li> <li>Reach out to your lineage to review your lesson plan</li> <li>Feel free to bring your lesson plan to this class to review with Hunter and Alyssa</li> </ul>	0
<b>Introduction s and Reflections (A1)</b>  Class 1 Tuesday Aug. 30	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"> <li>1. Full name and, in parentheses, the name you would like to be called.</li> <li>2. E-mail address and cell phone number.</li> <li>3. Describe your dream job. (1 short paragraph)</li> <li>4. Describe a hero of yours. What do you admire about this person? (1 short paragraph)</li> <li>5. What are your goals for this course? Develop your goals with reference to each of the three groups (Learning Team, MGMT 100 Team, Teaching Team) that will be a focus of this class. (1 paragraph)</li> <li>6. What should others in our course know about you that will help us motivate you throughout the course? (1 paragraph)</li> <li>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)</li> </ol> <p>This assignment must be completed before the first class. Make sure to submit your responses on Canvas with the proper file name and word length 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><b>DIC Intervention Analysis (A2)</b></p> <p>Class 5 Tuesday Sept. 13</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>This assignment has two parts. First, 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. Second, your Learning Team should prepare a five minute presentation on where to intervene and the six steps of the intervention. <b>This will be presented in Class 6.</b></p>	<p>10</p>
<p><b>MGMT 100 Analysis: Real Team &amp; Compelling Direction (A3)</b></p> <p>Class 8 Thursday Sept. 22</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><b>Mid-Semester Feedback (A4)</b></p> <p>Class 11 Tuesday Oct. 11</p>	Individual	<p>This assignment has three components:</p> <p>First, write a two-page double-spaced narrative to <b>all</b> 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, Introductions and Reflections) 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.</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 Mid-Semester Feedback should look like this:</p> <p>LT member 1 name – most of the time LT member 2 name – sometimes LT member 3 name – sometimes</p> <p>Please email your response to Hunter and Alyssa 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 End-of-Semester Feedback.</p>	0
<p><b>Mid-Semester Action Plan (A4.2)</b></p> <p>Wednesday, Oct. 12 (11:59 PM)</p>	Individual	<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>	0
<p><b>LTI Pitch (A6.1)</b></p> <p>Class 13 Tuesday Oct. 18</p>	Learning Team	<p>Present a brief overview of your Learning Team Initiative 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

<b>Status Report Observation &amp; Feedback (A5)</b>  Class 15 Tuesday Oct. 25	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. For another week, a TA from your lineage will also observe your status report and provide feedback.</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
<b>LTI Presentation (A6)</b>  Class 21 Tuesday Nov. 15 & Class 22 Thursday Nov. 17	Learning Team	<p>Each member of the Learning Team should assess gaps or areas for improvement within the current Penn environment along with potential opportunities to fill these gaps. Specifically, students should brainstorm initiatives that will make tangible change toward a more positive culture on campus, whether it is a club, workshop, event, volunteer opportunity, etc. The bounds for change are limitless.</p> <p>The deliverable should provide specific suggestions for implementation along with materials that will make the transition from concept to implementation seamless; consider key stakeholders, the role of TAs (if any), potential obstacles, and how this initiative will be used within Penn in future years. The goal of this initiative is to present your idea for change and a detailed plan for how to make it a reality. Implementation might depend on approval of administration or others, so it is important to provide an in-depth description and rationale for your proposed changes to ensure all parties understand them.</p> <p>Prepare a 15 minute presentation (not including a 10 minute Q &amp; A) that will inform the rest of the class about your Learning Team Initiative in its entirety. Your ideas should be presented in a creative and compelling manner and must link to relevant MGMT 240 course concepts.</p> <p>Before the Learning Team Initiative presentations in class, email a brief description of your initiative to Hunter and Alyssa to help inform any invited guests. Any additional materials should be provided to the MGMT 240 Teaching Team at the time of the presentation. Following your presentation, the MGMT 240 TT and any invited guests will provide you with feedback and ask questions.</p>	25

<p><b>End-of-Semester Feedback (A7)</b></p> <p>Class 24 Thursday Dec. 1</p>	<p>Individual</p>	<p>This assignment has three components:</p> <p>First, write a two-page double-spaced narrative to <b>all</b> of the 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, Introductions and Reflections) as well as other areas you think are important. Pay attention to changes that have been made since the last feedback session (Mid-Semester Feedback). 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.</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 End-of-Semester Feedback should look like this:</p> <p>LT member 1 name – most of the time LT member 2 name – sometimes LT member 3 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><b>Hackman Learning Team Analysis (A8)</b></p> <p>Class 26 Thursday Dec. 8</p>	<p>Individual</p>	<p>You will be conducting an analysis of your Learning Team using Hackman's five enabling conditions. First, describe your assessment of how effective your team was (on all three criteria). Then, describe and assess your team with respect to the extent it was a real team, had a compelling direction, had an enabling structure, was in a supportive organizational context, and benefitted from expert coaching. Include a final paragraph recommending ideas for building on one strength and dealing with one area for improvement in the implementation of the five enabling conditions in your MGMT 240 team.</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>