



MANAGEMENT 301:
TEAMWORK AND INTERPERSONAL INFLUENCE

The Leadership Journey: Year 3

Fall 2019, Quarter 1

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Steinberg-Dietrich Hall Room 2109

OVERVIEW

Much of your work each day will involve collaborating with others. You will wield influence over others, and you will be influenced by others. In this course we will use the latest evidence from the science of organizations to understand an array of tactics that can help you work with others (and manage them) as you strive to attain shared goals.

You will develop a portable toolkit of ideas related to managing decision making, conflict, diversity, and an array of other topics in the context of work teams and other collaborative relationships.

As noted in the title of the course, we will learn about both interpersonal influence and teams. We are going to do so “from the ground up”. We will spend about one session focusing on the most fundamental theme associated with how individuals think (we have to start here since all teams and interpersonal collaborations are ultimately composed of individuals!). We will then spend about half of the remainder of the course understanding foundational elements of interpersonal influence, and then the final half of the remainder of the course analyzing foundational elements of teamwork.

Management is a social science discipline. Like any other discipline, it is predicated on collecting data and analyzing it using advanced statistical techniques. On some occasions we’ll get a fairly nuanced look at how studies are conducted. On other occasions, we’ll review a wide array of studies in a short period of time.

We will cover topics using a broad spectrum of approaches, including in-class exercises, team projects, lecture, discussion, and simulations. It is important to learn ideas conceptually and also to experience them firsthand.

This course is the third module of the four-module set that comprises the Leadership Journey.

MATERIALS

I realize that you have to read extensively for all of your classes, so I want to make sure that the readings for this class are as worthwhile as possible. I sought readings that will help you learn the course concepts while also being engaging. I focused on finding readings that are written in an accessible way by organizational and social scientists who have training in social science methods. Unless otherwise noted on the syllabus, the materials will be available on Canvas through the “Course Materials @PennLibraries” tab. Other readings will be available in the “Files” folder on Canvas.

GRADING AND ASSIGNMENTS

- **Exam covering individual and interpersonal principles (35 points).**
- **Participation in team exercises (15 points).** I expect you to fully immerse yourself in all team exercises. As the quarter moves along, there will be an increasing number of these exercises, and they will take up a greater amount of class time. I want to make sure you are participating in a clear way and not on your phone or withdrawn from the group to which you were assigned. As long as you are fully engaged, then you should receive the full points.
- **Team reflection exercise (40 points).** Toward the end of the course you will reflect on how you and your classmates can improve in their teamwork skills. You will create a recommended change plan for others as well as a change plan for yourself. More details to follow.
- **Attendance (10 points).** I realize that junior year is an extremely busy and stressful time at Wharton, and I want to be accommodating. But I ask you to consider the nature of this class from the perspective of the person who has to organize it. There are only 13 sessions in this course, so if a student misses just one session, then he/she misses a fairly significant amount of the course material. Further, I assign a specific number of people to each group for the group exercises (as we’ll learn, the number of people per group is a very important consideration when building teams). If you miss class, then the group to which you are assigned is likely to be the wrong size for the assignment. Additionally, if you miss classes it won’t be possible to achieve a sense of continuity within your team or to give your classmates enough information about you as a teammate so that they can give you useful feedback at the end of the course (see the assignment above).

As a general policy, **I do not accept late submissions for any assignment.**

All students are responsible for reading, understanding and following the full policies posted on Canvas regarding assignments, attendance, grading, and academic integrity.

GRADE DISTRIBUTION

98 - 100	A+
94 - 97	A
90 - 93	A-
88 - 89	B+
84 - 87	B
80 - 83	B-
78 - 79	C+
74 - 77	C
70 - 73	C-
68 - 69	D+
64 - 67	D
60 - 63	D-
0 - 59	F

COURSE POLICIES

Seating: I'm hoping to get to know all of you. We're going to have a preplanned seating arrangement because it will help me get to know each of you as quickly as possible and, in turn, make you feel more involved in the class. Thank you for your understanding. The seating chart will be provided during the first few minutes of the first day of class. Because of this, you do not need to bring name cards of any sort. Unfortunately, I cannot grant requests to move seats. I typically get several dozen such requests and it would be impossible to honor each request without undermining the whole purpose of the seating chart! If you have a medical issue for which you need to have a certain seat, then please contact me separately.

Rhythm of the course: I'll explain on the first day of class why the readings are heavily "front-loaded", such that they appear in the first half of the course.

Electronics – "unplugged": Unless you have received permission, please turn off phones, tablets, computers, and all other electronics for the entire duration of all classes, unless you are instructed to do otherwise. Electronics reduce energy in the classroom and create a distraction, harming the learning experience. Disallowing electronics leads to a more engaging classroom environment. As far as note taking, research shows that taking notes by hand is superior to taking notes by computer for long-term retention of material.

Engagement: Since the root of “attendance” is “attend”, you must be present not only physically but mentally, such that you’re paying attention. The class is taught in such a way that it is not possible to “catch up” later via the readings. For instance, some questions on the exams will require you to draw on your experience with the exercises that we’ll do in class. Given the size of the class, there won’t be an opportunity for everyone to talk on a regular basis. However, I expect you to show up on time and be prepared for each class. Thank you for taking this part of the course seriously. You are allowed one unexcused absence, and each further unexcused absence will lead to a reduction of 5 points. ***Excused absences are for medical reasons and religious holidays only. If you miss class as a result of an interview, it is an unexcused absence.*** As noted above, one of the main reasons for this is that many of the exercises will involve collaborations with others. If you are absent, then your peers are at a disadvantage.

Course Absences: Absences must be reported through the Course Absence Reports (CAR) system.

Exam Conflicts: Per university policy, excused absences are only granted in cases of a conflicting class, a conflicting exam, a religious holiday, a serious illness, or a grave family emergency, and each of these reasons must be documented. Incompatible travel plans and forgetfulness are not considered excused absences. I require at least two weeks’ notice for foreseeable conflicts.

Academic Integrity: Students are required to abide by the University’s policy of academic integrity at all times. This applies to exam-related issues as well as plagiarism on graded assignments. Additional information on plagiarism is available online.

WEEKLY SCHEDULE: TOPICS AND ASSIGNMENTS

Class 1 – August 27 – Introduction and Overview

- Read the syllabus.

Class 2 – August 29 – Foundations

- Tegmark – In Conversation (this is a very brief reading and will be posted on Canvas)
- Pinker – “Enlightenment Now” (pages 25-26, the three paragraphs that begin with the sentence that starts “Evolution left us with...”)
- Kahneman – “Thinking Fast and Slow” – (pages 85 to the first two lines of 88)
- Haidt and Joseph, “The Moral Mind” (pages 383 – 385; this reading will be posted on Canvas)

Class 3 – September 3 – Influence I

- Heath and Heath – “Made to Stick” (pages 98-129)
- Heath and Heath – “Switch” (pages 76 – 81)

Class 4 – September 5 – Influence II

- Heath and Heath – “Switch” (pages 49 – 57)
- Heath and Heath – “Switch” (pages 105 – 113)

Class 5 – September 10 – Influence III

- Thaler and Sunstein – “Nudge” (pages 177 – 184)
- Heath and Heath – “Switch” (pages 182 – 190)
- Heath and Heath – “Switch” (pages 209 – 212)

Class 6 – September 12 – Review for Exam / Introduction to Teams Module

- Heath and Heath – “Switch” (read pages 45-48 first, and then read pages 38-42 – these passages *will* be covered on the exam, so please prepare accordingly)
- **EXAM**: September 12 at 6pm. Room assignment to be announced.

Class 7 – September 17 – When are Teams Necessary?**Class 8 – September 19 – Formulating Your Team’s Strategy I****Class 9 – September 24 – Formulating Your Team’s Strategy II****Class 10 – September 26 – Forming Your Team I****Class 11 – October 1 – Forming Your Team II****Class 12 – October 3 – Implementing Your Team’s Strategy I****Class 13 – October 8 – Implementing Your Team’s Strategy II**