



**MANAGEMENT 301:  
TEAMWORK AND INTERPERSONAL INFLUENCE**

The Leadership Journey: Year 3

**Fall 2020, Quarter 1**

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**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. We will cover topics such as team coordination, team communication, conflict, decision making, and ethics.

It's critically important that we develop a sense of continuity in terms of the course concepts. To do so, we're going to take a "drill down" approach. We'll start the quarter by focusing on teams. We'll then work our way down to smaller and smaller components. We'll next examine interpersonal influence among a small subset of individuals – often people working in pairs. Finally, we'll examine how individuals operate on their own – how they come to understand the social world in which they work and learn thrive within it.

These three levels of analysis – teamwork, interpersonal influence, and individual action – comprise the main areas of study in the field of organizational psychology. As such, this core course will introduce you to the range of concepts covered in one of the key disciplines of business.

Organizational psychology 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. One of my goals is for you to be highly literate with respect to how studies are conducted so that you can understand how they can be practically useful in your own life – both personally and professionally.

We will cover topics using a broad spectrum of approaches, including exercises, team projects, lecture, and discussion. It is important to learn ideas conceptually and also to experience them firsthand. With respect to Covid-19, I will correspond with everyone registered in the class prior to the first session to explain how I will be delivering information and what is expected of you.

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 to identify readings that will help you learn the course concepts while also being engaging. I'll explain why it's important to devote the first few sessions to "deep dives" into individual research papers. You will then read passages from books that are written in an accessible way (in the style of popular books) 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 @Penn Libraries" tab. Other readings will be available in the "Files" folder on Canvas.

### **GRADING AND ASSIGNMENTS**

This is a .5 CU course. There are 500 total points, and they are divided in the following manner:

- **Pre-class questions/assignment (400 points).** You will submit an assignment online before most class sessions. Given that the questions will be tied to the previous session's content, I will post the questions after we finish the previous session (e.g., I will post the questions for Monday, September 14 after we finish class on Wednesday, September 9). The total assignments for any given week will be worth 50 points, with the exception of the final week, which will be worth 100 points. It is essential that you complete these assignments on time, as they will be the basis for class discussion. As a general policy, there is a reduction of 20% for assignments that are past due, and then a further 20% reduction for every extra day that an assignment is late.
- **Attendance (100 points).** Attendance has always been important in Management 301, and this is still the case even though the course will be held online this term. Each class will be held synchronously (that is, I will be holding the class "live" on Zoom during the regularly scheduled session time). I expect you to be on Zoom with your video enabled through the duration of class (see below for exceptions to this). I might not be able to see your video because of Zoom's capacity limitations, but it is important that we are all as present as we can conceivably be. I realize that junior year is an extremely busy and stressful time at

Wharton — especially during a global pandemic — 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 is only a half-semester’s worth of 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 often 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. Students who have no choice but to miss the synchronous portion of the class due to their location or technical issues must email me to confirm that you are not able to watch in person. Please email me with the subject line “Attendance for 301” and provide a brief explanation. Those of you who cannot attend synchronously will be responsible for watching the full video recording of the course.

There is no curve in this course. All students are responsible for reading, understanding, and following the full policies posted on Canvas regarding assignments, attendance, grading, and academic integrity. Students are eligible for extensions without any penalty if the observance of religious holidays makes it challenging or impossible to complete assignments on time. Students who enroll in the class late are responsible for completing all assignments that were posted or due before they enrolled.

### **GRADE DISTRIBUTION**

490 - 500	A+
470 - 489	A
450 - 469	A-
430 - 449	B+
410 - 429	B
390 - 409	B-
370 - 389	C+
350 - 369	C
330 - 349	C-
310 - 329	D+
290 - 309	D
250 - 289	D-
0 - 249	F

### **COURSE POLICIES**

***Rhythm of the course:*** I’ll explain on the first day of class how the readings will work for the first versus second half of the course.

**Electronics – “unplugged”:** You will need to use a computer to watch the classes online, but I expect you to be off of your phone and not to toggle between the class video and other windows, including email and social media.

**Attendance and engagement:** Since the root of “attendance” is “attend”, you must be present 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. 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 be online 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. ***There will not be any excused absences for the final day of class. Excused absences are for medical reasons and religious holidays only. Please note that if you miss class as a result of an interview, then 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.

**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.

**Course content in a global context.** Because of the current pandemic, some of you may be taking courses while living outside the U.S. I encourage you to carefully review the course content below and decide if, in light of your own country’s laws, you are willing and able to take this class and complete all of its requirements.

## **WEEKLY SCHEDULE: TOPICS AND READINGS**

### **Class 1 – September 2 – Introduction**

- Read the syllabus.
- Tegmark – In Conversation (this is a very brief reading and will be posted on Canvas under “Files→Readings not available @Penn Libraries”)
- Pinker – “Enlightenment Now” (pages 25-26, the three paragraphs that begin with the sentence that starts “Evolution left us with...”)

### **Class 2 – September 9 – Forming Your Team I**

- Haidt and Joseph, “The Moral Mind” (pages 383 – 385; this reading is posted on Canvas under “Files→Readings not available @Penn Libraries”)

- Pinker – “Enlightenment Now” (page 26-27, the four paragraphs that begin with the sentence that starts “But we’re not all bad...”; please pay special attention to the final paragraph on page 27)

### **Class 3 – September 14 – Forming Your Team II**

- Kapadia & Melwani (2020; pages 5, 7-10 – read each of the four paragraphs that start with the heading “Dependent variable: Creativity...” or “Dependent Variable: Creative Performance”); this reading is posted on Canvas under “Files→Readings not available @Penn Libraries”
- Goncalo & Staw (2006; pages 101-102, beginning with the section “Phase II: Decision making task”); this reading is posted on Canvas under “Files→Readings not available @Penn Libraries”

### **Class 4 – September 16 – Formulating Your Team’s Strategy I**

- No readings due for this class

### **Class 5 – September 21 – Formulating Your Team’s Strategy II**

- Kapadia & Melwani (2020; Study 3); this reading is posted on Canvas under “Files→Readings not available @Penn Libraries”

### **Class 6 – September 23 – Implementing Your Team’s Strategy I**

- No readings due for this class

### **Class 7 – September 28 – Implementing Your Team’s Strategy II**

- No readings due for this class

### **Class 8 – September 30 – Interpersonal Influence I**

- Pinker – “Enlightenment Now” (pages 25-26, the two 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)
- Heath and Heath – “Made to Stick” (pages 98-129)
- Heath and Heath – “Switch” (pages 76 – 81)

### **Class 9 – October 5 – Interpersonal Influence II**

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

### **Class 10 – October 7 – Interpersonal Influence III**

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

- Heath and Heath – “Switch” (pages 209 – 212)

### **Class 11 – October 12 – The Individual I**

- Pinker – “Enlightenment Now” (page 26, the single paragraph that begins with “The human moral sense...”)
- Kahneman – “Thinking Fast and Slow” – (pages 85 to the first two lines of 88)

### **Class 12 – October 14 – The Individual II**

- 80,000hours.org -- Concepts of Effective Altruism – Moral Uncertainty – check out [this web page](#) and engage with it in a way that best suits your learning style and preferences. You can: listen to the podcast (I really enjoyed listening to it, but there are some passages that are a bit dense); read the “Key Points” (note: they are transcribed from the podcast, so they don’t have perfect syntax); and/or read the transcript at the bottom of the page. Either way, make sure you have a good handle on the core ideas that are presented.
- MacAskill – [Practical Ethics Given Moral Uncertainty](#), pages 1-3, and skim the rest

### **Class 13 – October 19 – The Individual III**

- Bazelon – “Five Thinkers Weigh Moral Choices in a Crisis”. This is a transcript of a conversation between five thinkers that covers the question of [intended versus unintended consequences](#) in the time of Covid. It was published in April; given how quickly the Pandemic has evolved, some of the ideas are already outdated, but many of the tensions that the participants explore are longstanding.
- Singer – [What Should a Billionaire Give, and What Should You?](#)

### **Class 14 – October 21 – Review/TBD**