



**MANAGEMENT 301:
TEAMWORK AND INTERPERSONAL INFLUENCE**

The Leadership Journey: Year 3

Fall 2020, Quarter 2

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Steinberg-Dietrich Hall Room 3025

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.

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

It is critically important that we develop a sense of continuity in terms of the course concepts. To do so, we are going to take a “drill down” approach. We will start the quarter by focusing on teams. We will then work our way down to smaller and smaller components. We will next examine interpersonal influence among a small subset of individuals – often people working in pairs. Finally, we will examine how individuals operate on their own – how they come to understand the social world in which they work and learn to 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 will get a fairly nuanced look at how studies are conducted. On other occasions, we will 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 will explain why it is 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 200 total points, and they are divided in the following manner:

- **Pre-class questions/assignment (80%).** You will submit one assignment online each week typically before every Tuesday class session (due on Monday at 5pm). Given that some of the questions will be tied to the previous session’s content, I will typically post the questions only a week in advance. Each assignment will be worth 20 points, with the exception of the final assignment, which will be worth double. 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 every day that an assignment is late.
- **Attendance and engagement (20%).** Since the root of “attendance” is “attend”, you must be present mentally, such that you’re paying attention, participating in exercises, and

contributing to discussions. Given the size of the class, not everyone will have an opportunity to speak up each day. However, there will also be opportunities to contribute by asking questions and sharing your input via chat. 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 (i.e., “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. The course is designed with many experiential learning components, so it is truly in your best interest to be present and engaged to gain the most from this course. 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. However, there are only 13 sessions in this course, so if a student misses just one session, 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). Missing class or being disengaged will also undermine the experience of your peers who are in (or would have been in) your group. 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 participate live. Please email me and your TA with the subject line “Attendance for MGMT 301 Section *[your section number]*” 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.

GRADE DISTRIBUTION

98 – 100	A+
94 – 97	A
90 – 93	A-
86 – 89	B+
82 – 85	B
78 – 81	B-
74 – 77	C+
70 – 73	C
66 – 69	C-
62 – 65	D+
58 – 61	D
51 – 57	D-
0 – 50	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 engage in 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.

Absences: You are allowed one unexcused absence, no questions asked. Each further unexcused absence will lead to a reduction of 5 points. ***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 ASSIGNMENTS

Class 1 – October 22 – 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...”)
- Pre-class Survey due Wednesday, October 21 at 5pm

Class 2 – October 27 – Forming Your Team I

- 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)
- Assignment #1 due Monday, October 26 at 5pm

Class 3 – October 29 – 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 – November 3 – Formulating Your Team’s Strategy I

- Haidt and Joseph, “The Moral Mind” (pages 383 – 385; this reading is posted on Canvas under “Files→Readings not available @Penn Libraries”)
- Assignment #2 due Monday, November 2 at 5pm

Class 5 – November 5 – Formulating Your Team’s Strategy II

- No readings due for this class

Class 6 – November 10 – Implementing Your Team’s Strategy I

- Kapadia & Melwani (2020; Study 3); this reading is posted on Canvas under “Files→Readings not available @Penn Libraries”
- Assignment #3 due Monday, November 9 at 5pm

Class 7 – November 12 – Implementing Your Team’s Strategy II

- No readings due for this class

Class 8 – November 17 – Interpersonal Influence I

- Heath and Heath – “Made to Stick” (pages 98-129)
- Heath and Heath – “Switch” (pages 76 – 81)
- Assignment #4 due Monday, November 16 at 5pm

Class 9 – November 19– Interpersonal Influence II

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

Class 10 – November 24 – Interpersonal Influence III

- Thaler and Sunstein – “Nudge” (pages 177 – 184)
- Heath and Heath – “Switch” (pages 182 – 190)
- Heath and Heath – “Switch” (pages 209 – 212)
- Assignment #5 due Monday, November 23 at 5pm

Class 11 – December 1 – 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)
- Assignment #6 due Monday, November 30 at 5pm

Class 12 – December 3 – 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 – December 8 – The Individual III & Course Review

- 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?](#)
- Assignment #7 due Monday, December 7 at 5pm