



**MANAGEMENT 301:  
TEAMWORK AND INTERPERSONAL INFLUENCE**

The Leadership Journey: Year 3

**Fall 2021, Quarter 1**

Professor Drew Carton, Management Department  
carton@wharton.upenn.edu  
Huntsman Hall Room G60

---

**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, conflict, decision making, and ethics.

It's 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 involving four aspects of organizations, moving from the largest to the smallest:

1. We'll start the quarter by focusing on the organization as a whole. This is the backdrop for understanding what it means to manage groups and exact influence. We'll focus on topics such as crafting and communicating an organizational vision, uniting various stakeholders, and establishing a healthy and fair organizational culture.
2. We'll next examine teamwork, which includes topics such as team decision making, conflict resolution, and coordination.
3. We then examine interpersonal influence among a small subset of individuals – often people working in pairs.
4. 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 four levels of analysis – organizational, team, interpersonal, and individual – 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.

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, please note the university email sent to you on August 5, 2020, which explains rules related to mask use indoors.

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. Most of the readings are either exercises that you'll need to prepare for interactive sessions or passages from books that are written in an accessible way (in the style of popular books) by authors who have training in social science methods. I will update the syllabus on line with details on purchasing the course pack and obtaining readings through Canvas and Penn Libraries.

### **GRADING AND ASSIGNMENTS**

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

- **Exam (240 points).** Details will be posted on Canvas.
- **Personal User Manual (180 points):** Much of the course is dedicated to a deep dive into interpersonal influence — how you effectively influence and lead others and how others can effectively influence you. These concepts taught will contribute more to your professional success if you apply what you have learned in the classroom to your everyday experiences. To help accomplish this goal, you will develop a “Personal User Manual” to provide practical guidance to yourself and others on how other people can best influence, collaborate, and work with you in team settings. The full details and grading criteria of this assignment

will be posted on the Canvas website.

- **Attendance and engagement (80 points).** 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, a fairly significant amount of course material is missed. 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. If you must miss class for medical or religious reasons, then please email me with the subject line “Attendance for 301” and provide a brief explanation. Please note that if you do not write “Attendance for 301” in the subject of the email, then your email will not be filed in the correct location. You also must have completed the assignments and readings prior to each class. If you do not, then points will be deducted from this portion of your grade.

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.

If anything serious occurs to you during the course that impairs your ability to submit assignments on time or otherwise perform up to your normal ability, you must let me know immediately. I realize that some situations are unavoidable, so I only ask you to keep me apprised of what is going on. You do not have to provide me with specific details if they are confidential, but if you are going to make me aware that something is preventing you from performing optimally, then I must be made aware as it is happening rather than later in the term. I will not be able to make adjustments to your grade at the end of the term or after the term is over.

## 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

**Seating:** I'm hoping to get to know all of you. Consistent with what is used in much of the MBA program here at Wharton, we're going to have a preplanned seating arrangement because of how much it will help me get to know each of you as quickly as possible. Although I fully understand how nice it is to be able to choose your own seat, this approach is by far the easiest way to help me to learn each of your names and, in turn, to make you feel involved in the class. Thank you for your understanding. The seating chart will be provided on the first day of class. You do not need to bring name cards of any sort. Unfortunately, I can't grant requests to move seats. I typically get many 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 by August 23.

**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”:** To get credit for attendance you need to be off of your phone and laptop unless otherwise instructed.

**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. You also must have completed the assignments and readings prior to each 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 be online on time and be prepared for each class. Thank you for taking this part of the course seriously. **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 amid a global pandemic.* On the first day of class we'll discuss constraints related to Covid.

## WEEKLY SCHEDULE: TOPICS AND READINGS

*The pre-course survey is due on August 24<sup>th</sup> at noon. Late assignments will result in deductions from your engagement grade.*

- For items below that say “Read”, “Watch”, or “Listen”, you must read the passage, watch the video, or listen to the audio clip before class.
- For items below that say “Prepare”, a document will typically be posted to Canvas the day before class. You must read it and follow instructions, as this document will serve as the primary resource for an exercise the following day in class. These documents will usually be short (a page or less). If you do not read them and are not prepared for class, then points will be deducted from your engagement score.
- For items that say “Assignment”, there will be some deliverable that will be posted by noon the day before class. If you do not read them and are not prepared for class, then points will be deducted from your engagement score.

### **Class 1 – August 31 – Core Themes of Groups and Influence**

- Read the syllabus.
- Prepare: “Velocity Vies for the Impossible”

### **Class 2 – September 2 – Core Themes of Groups and Influence / The Organization I**

- Prepare “A Month at Microsoft”
- Assignment: “Analyze your Social Network”
- Read: Baker – “Achieving Success Through Social Capital” (pages 35 – 57)
- Read: Cross and Parker – “The Hidden Power of Social Networks” (pages 15 – 30)

### **Class 3 – September 7 – The Organization II**

- Assignment: Pick a Fortune 500 company and improve their vision
- Assignment: Culture Cues
- Read: Pfeffer – “Managing with Power” (pages 147 – 164)
- Read: “Staying one step ahead at Pixar: An interview with Ed Catmull”
- Watch: “Creating a Culture of Radical Transparency”
- Watch: “Purl” a Pixar SparkShorts
- Watch: Supplementary Video (tba)

**Class 4 – September 9 – The Organization III / Teams I**

- Prepare: Find an S-curve
- Read: Cosier and Schwenk (1990), “Agreement and Thinking Alike: Ingredients for Poor Decisions”. Academy of Management Executive
- Watch: Supplementary Video (tba)
- Phillips, K. “How Diversity Makes Us Smarter”. Scientific American.
- Phillips, K.W. (2014), “How Diversity Works”. Scientific American.

**Class 5 – September 14 – Teams II**

- Prepare: “The Dartmouth Report”
- Prepare: “Oh No, My Canoe! What Do I Do?”
- Kozlowski and Ilgen, “The Science of Team Success”. Scientific American.
- Read: Groysberg – “Chasing Stars” (pages 141 – 149)
- Watch: Supplementary Video (tba)

**Class 6 – September 16 – Teams III**

- Prepare: “The Ultimate Tradeoff”
- Prepare: “Divvy”
- Read: Edmondson, A. C. Teamwork on the fly. (HBR)
- Read: Hackman (2002), “Leading Teams: Setting the Stage for Great Performances” (Chapter 1)
- Watch: Supplementary Video (tba)
- Listen: Kenny Smith on what it means to be a team player in broadcasting, and identify how at least two concepts from Management 301 apply to his experience

**Class 7 – September 21 – Teams IV**

- Prepare: Log in and prepare your role for the Everest Team Simulation (I will provide instructions on how to do this a few days before this session)
- Assignment: Complete Leadership Style Assessment
- Watch: Supplementary Video (tba)

**Class 8 – September 23 – Teams V / Interpersonal Influence I**

- Prepare: Log in and prepare your role for “Five Minutes for Five Million”
- Prepare: Review your individualized influence/leadership report, which will be sent to you prior to this class. Bring your report to class and be prepared to discuss it with others
- Prepare: “Yincom and Yangnet”
- Watch: 3 questions to ask yourself about everything you do TED Talk by Stacey Abrams
- Watch: Supplementary Video (tba)

**Class 9 – September 28 – Interpersonal Influence II**

- Read: Heath and Heath – “Made to Stick” (pages 98-129)
- Read: Heath and Heath – “Switch” (pages 73 – 100 and then 49 – 57)
- Read: Sims, H.P., Faraj, S., & Yun, S. When should a leader be directive or empowering? How to develop your own situational theory of leadership (Bus. Horizons)
- Watch: Supplementary Video (tba)

### **Class 10 – September 30 – Interpersonal Influence III**

- Read: Heath and Heath – “Switch” (pages 105 – 113 and pages 182 – 190)
- Read: Thaler and Sunstein – “Nudge” (pages 177 – 184)
- Watch: Supplementary Video (tba)

### **Class 11 – October 2 – Interpersonal Influence IV / The Individual I**

- Read: Nordgen & Schonthal – “The Human Element” – Chapter 1
- Read: Heath and Heath – “Switch” – pages 209 – 212
- Watch: Supplementary Video (tba)

### **Class 12 – October 4 – The Individual II**

- Read: Kahneman – “Thinking Fast and Slow” – (pages 85 to the first two lines of 88)
- Read: Haidt and Joseph, “The Moral Mind” (pages 383 – 385)
- Read: 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.
- Read: MacAskill – Practical Ethics Given Moral Uncertainty, pages 1-3, and skim the rest
- Read: 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 evolved, some of the ideas are outdated, but many of the tensions that the participants explore are longstanding.
- Read: Singer – What Should a Billionaire Give, and What Should You?
- Watch: Supplementary Video (tba)

### **Class 13 – October 9 – The Individual III / Conclusion**

- Assignment: Complete personality survey

- Read: Pinker – “Enlightenment Now” (pages 25-26, the three paragraphs that begin with the sentence that starts “Evolution left us with...”) and then (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)
- Read: Tegmark – In Conversation (this is a very brief reading and will be posted on Canvas under “Files→Readings not available @Penn Libraries”)
- Read: Pink, D. “Drive: The Recap” (pages 218-224) in Drive
- Watch: “The Happy Secret to Better Work” by Shawn Achor
- Watch: Supplementary Video (tba)