



**MANAGEMENT 301:  
TEAMWORK AND INTERPERSONAL INFLUENCE**

The Leadership Journey: Year 3

**Fall 2021, Quarter 2**

Dr. Stephen Lee, Management Department

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Classroom: Huntsman Hall Room F50

Office: Steinberg-Dietrich Hall Room 3025

**Office Hours:** I am available for 1-on-1 or group appointments via Zoom from 4:30pm-5:30pm on Mon and Wed (sign-up link: <https://calendly.com/slee1wharton/mgmt301oh>)

**OR** email me if you cannot make it to these timeslots.

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**OVERVIEW**

Throughout your career, much of your work 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 organizational psychology 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 decision making, interpersonal influence, leadership, and ethics.

In this course, we will take a “drill down” approach. We will start the quarter with an introduction on teamwork and influence in the broader organizational context. We will then examine teams—what makes teams effective and what are the common challenges and pitfalls teams encounter. We will then examine tactics of interpersonal influence—how people can influence or lead others effectively. Finally, we will consider the individuals in these teams—how they come to understand the social world in which they work and learn to thrive within it.

These levels of analysis—organization, team, interpersonal, and individual—comprise the main areas of study in the field of organizational behavior and management. As such, this core course

will introduce you to the range of concepts covered in one of the key disciplines of business. We will cover topics using a broad spectrum of approaches, including experiential exercises, simulations, group discussions, videos, and lectures. It is important to learn ideas conceptually and also to experience and practice them firsthand.

This course is the third module of the four-module set that comprises the Leadership Journey. After successfully completing this course, you should be able to:

- Diagnose problems in teams and identify strategies for addressing these problems
- Identify and resolve in the way teams share information and make decisions
- Cultivate critical inputs and processes that enable teams to perform at high levels
- Improve your ability to influence others to accomplish important goals
- Utilize key tactics and strategies that improve your ability to lead others
- Develop strategies to enhance your own personal effectiveness at work and in life

### **MATERIALS**

The coursepack is available on Study.Net (cost \$10). Other readings and materials for this course will be available and distributed on Canvas.

### **GRADING AND ASSIGNMENTS**

This is a .5 CU course. There are 200 total points, and they are divided in the following manner:

- **Assignments (160 pts: 80%).** Assignments are due online (typically before the start of the corresponding class except for the first and last assignments). In lieu of a midterm or final exam, untimed Canvas Quizzes will include both close-ended and short response questions to test your understanding of course concepts. As a general policy, there is a reduction of 20% for every day an assignment is late. The assignments include the following:
  - 1) Short Reflection (5 pts: 2.5%)
  - 2) Quiz 1 (20 pts: 10%)
  - 3) Quiz 2 (20 pts: 10%)
  - 4) Quiz 3 (20 pts: 10%)
  - 5) Reflection Essay – 1,000 word max. (35 pts: 17.5%)
  - 6) Quiz 4 (20 pts: 10%)
  - 7) Final Report – 1,000 word max. (40 pts: 20%)

**Reflection Essay:** For this assignment, you will reflect on and analyze a team experience of your own, using concepts from the course to diagnose what happened and provide recommendations for how the team could have been more effective. Additional details and instructions will be available on Canvas.

**Final Report:** For this assignment, you will identify a situation in an organization where you believe change is needed. Using concepts from the course, you will diagnose the current challenges and design a plan for how to motivate this change. Additional details and

instructions will be available on Canvas.

- **Attendance and participation (40 pts: 20%).** You are expected to be on-time and present mentally such that you're paying attention, participating in exercises, and contributing to discussions. You are allowed one unexcused absence, no questions asked. Each further unexcused absence will lead to ***a reduction of 4 points of your participation grade***. 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.

Given the size of the class, not everyone will have the opportunity to speak up in each class. However, you can also participate by leaving comments on the Canvas discussion board after class. Meaningful contributions through either of these methods will be valued equally.

Examples of meaningful contributions include the following:

- Asking a thoughtful question that is relevant to the current discussion and course content
- Responding to someone else's comment or question in a way that advances the discussion (e.g., building on someone's comment with additional insight)
- Offering a new or alternative perspective to the discussion
- Sharing a comment or reflection on how course concepts relate to your specific experiences.

Credit for participation is based on quality, not quantity. If you must miss class due to an excused absence, please email me and your TA in advance, if possible, to discuss a substitute for attendance/participation. Please include "Attendance for MGMT 301 Section [*your section number*]" in the subject line and provide a brief explanation. You will be responsible for watching the full video recording of the class.

### **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
0 – 57	F

## COURSE POLICIES

**Seating:** While I would like to think that I am pretty good at remembering faces, the facemask requirement will make this more challenging. To help me get to know all of you as quickly as possible, a seating chart (similar to what is used in the MBA program) will be provided on the first day of class. I promise we will switch up the seating chart at least once during the semester.

**Electronics – “unplugged”:** During class I will use Poll Everywhere on occasion, which you can access using a phone. Otherwise, please refrain from using your computer/laptop/tablet in class unless you are instructed to do so in order to minimize distractions for your peers and yourself.

**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.

**Covid Impact:** Because of the current pandemic, some of the course policies and content may be subject to change to accommodate evolving circumstances. We will discuss how we plan on handling Covid-related constraints on the first day of class.

## TENTATIVE WEEKLY SCHEDULE: TOPICS AND ASSIGNMENTS

### **Class 1 – October 25 – Introduction / Organization I**

- *Read:* Syllabus
- Pre-class Survey *due Friday, October 22 at 11:59pm*

### **Class 2 – October 27 – Organization II**

- *Read:* Rao, Sutton, & Webb – “Staying one step ahead at Pixar: An interview with Ed Catmull”

### **Class 3 – November 1 – Team I**

- *Read:* Kozlowski & Ilgen – “The Science of Team Success”
- *Assignment 1:* Short Reflection *due before class*

### **Class 4 – November 3 – Team II**

- *Read:* Furnham – “The Brainstorming Myth”

### **Class 5 – November 8 – Team III**

- *Read:* Phillips – “How Diversity Makes Us Smarter”
- *Assignment 2:* Quiz #1 (assignment #2) *due before class*

### **Class 6 – November 10 – Simulation Day**

- Take 15-20 minutes to review your role for the simulation and watch the intro video.

**Class 7 – November 15 – Team IV**

- *Read:* Sunstein & Hastie – “Making Dumb Groups Smarter”
- *Assignment 3:* Quiz #2 *due before class*

**Class 8 – November 17 – Team V / Interpersonal Influence I**

- *Read:* Sims, Faraj, & Yun – “When should a leader be directive or empowering? How to develop your own situational theory of leadership”

**Class 9 – November 22– Interpersonal Influence II**

- *Read:* Heath & Heath – “Made to Stick” (pages 98-129)
- *Read:* Heath & Heath – “Switch” (pages 76 – 81)
- *Read:* Heath & Heath – “Switch” (pages 49 – 57)
- *Assignment 4:* Reflection Essay *due before class*

**Class 10 – November 29 – Interpersonal Influence III**

- *Read:* Heath & Heath – “Switch” (pages 105 – 113; 118 – 123)
- *Read:* Heath & Heath – “Switch” (pages 182 – 190)
- *Read:* Heath & Heath – “Switch” (pages 209 – 212)

**Class 11 – December 1 – The Individual I**

- *Watch:* “Dan Pink – Drive” video on Canvas
- *Assignment 5:* Quiz #3 *due before class*

**Class 12 – December 6 – The Individual II**

- *Read:* Kahneman – “Thinking Fast and Slow” – (pages 85 to the first two lines of 88)
- *Read:* Haidt & Joseph, “The Moral Mind” (pages 383 – 385)
- *Read:* Bazelon – “Five Thinkers Weigh Moral Choices in a Crisis”
- *Assignment 6:* Quiz #4 *due before class*

**Class 13 – December 8 – The Individual III & Course Review**

- *Read:* Kouchaki & Smith – “Building an Ethical Career”
- *Assignment 7:* Final Report *due Friday, December 10 at 11:59pm*