



MANAGEMENT 198 (0.5 cu): Leadership & Teams Group Seminar (MGMT301 Leadership Fellow)
Spring 2022: Q3

Note: this syllabus is a draft and is subject to change at the discretion of the instructor.

INSTRUCTOR

Professor Michael Parke, Management Department (<https://mgmt.wharton.upenn.edu/profile/mrparke/>)

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Office: 2208

Office Hours / Individual Meetings: If you want to meet with me (in person or zoom), you can sign up for 15-minute online individual appointments at the following Link: <https://calendly.com/michael-r-parke/mgmt301-office-hours> (If you want to meet, but cannot make any of these time slots, then please email me).

OVERVIEW

Throughout your career, the majority of your work will involve collaborating with others. You will need to influence and lead others, and you will also be influenced by and led by others. In this course we will use the latest evidence from the science of organizations to understand key tactics that can help you work more effectively with others and better influence and lead them as you strive to attain shared goals. We will cover topics such as team coordination, team decision making, interpersonal influence, leader effectiveness, and organizational culture.

We will start the quarter by focusing on leadership and interpersonal influence within a team context—that is how do you effectively influence other members within a team. We need to first understand how to influence others before being able to establish effective teams. Next, we will switch to teams and learn about what makes a team effective, what key challenges they face, and how to create and sustain an effective team. Finally, we will examine the broader organizational culture and its contextual influences on the effectiveness of teams.

These three levels of analysis –interpersonal influence, teams, and organizational culture– comprise the main areas of study in the field of organizational behavior and management. As such, this core course will introduce you to the key concepts covered in one of the fundamental disciplines of business.

COURSE OBJECTIVES

After successfully completing this course, you should be able to:

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

LEADERSHIP FELLOWS

The MGMT301 Leadership Fellows program aims to provide students with an opportunity for professional and academic development through hands-on experience with instructional design, mentorship, and leadership. Leadership Fellows will complete all readings and materials assigned in this course (see course schedule at the end). In addition, Leadership Fellows will read and discuss the book “Think Again” by Professor Adam Grant. Moreover, Leadership Fellows will attend each session of MGMT301 and help lead and run successful MGMT301 class sessions by preparing materials and helping to facilitate in-class activities and discussions. Additionally, Leadership Fellows will serve as a mentor or resource for students who reach out wanting to learn

how to succeed in the course or tap into their knowledge and insight about the course, Wharton, leadership, career advice, or anything else. The Leadership Fellows will meet weekly to discuss the MGMT301 course content, activities, and learning experiences to improve the course application of content by students. During these meetings, students will learn about course design, pedagogy, and deeper insights into the topics covered. These meetings will also serve as an opportunity for the Fellows to connect with one another and use each other as resources for developing leadership and career goals.

Special Notes about Leadership Fellows Program:

- Students can only take this course once for 0.5 CU
- If students are taking this course, they will not be paid for any teaching assistance responsibilities

TEACHING METHODS

We will cover the course content using a broad spectrum of approaches, including experiential exercises, group discussions, cases, videos, and lectures. I invest great effort to ensure that students are not only learning ideas conceptually, but also being able to experience and practice these lessons firsthand.

MATERIALS

One reading is in the coursepack, available on the “Study.Net Materials” tab on Canvas (cost \$5). All other readings are provided for free under the tab “Course Materials @ Penn Libraries” or in the “Readings” folder under the “Files” tab on Canvas. Please complete the readings before class on the day shown in the schedule, which is listed at the end of this syllabus. We will not have time to discuss everything in the readings in class, so if you have additional questions about them, be sure to talk to me during office hours or email me.

GRADING AND ASSIGNMENTS

This is a 0.5 CU Independent Study.

- Participate and facilitate all MGMT301 class sessions (30%)
 - Complete all required readings and materials (10%)
 - Complete Think Again book (10%)
 - Weekly reflection papers (30%)
 - Weekly seminar meetings with Professor Parke (20%)
- **MGMT 301 Class Participation (30%).** One of the best ways to learn, especially about teamwork and interpersonal influence, is to actively participate in your education. Therefore, your active participation in class—through experiential exercises and group discussions—is essential for both your fellow classmates’ and your individual learning. Below are the expectations and how you will be graded in terms of your participation in this course:
 - **Attendance:** You are expected to attend all sessions and participate in all group activities and class discussions. It is also critical that you show up to sessions before the start time. Group activities mostly take place at the beginning of each session. You are allowed one unexcused absence without it affecting your grade. *Each further unexcused absence will lead to a reduction of 3% your participation grade.* Excused absences are for medical, religious, or technological reason, or for official university business. Please note that an interview is not an excusable reason to miss class. To be granted an excused absence, you must notify my TA and I at least 48 hours in advance to make arrangements for in-class exercises and obtain any relevant materials. Of course, I realize that in some cases unforeseeable issues or emergencies arise in which I will make accommodations for students. Please see below for how to “make up” an excused absence.
 - **Covid-19 Attendance Guidelines:** Our course will abide by all university policies with regarding to keeping our classroom, and campus, safe from the spread of Covid-19. These include (a) we will all wear masks at all times, (b) no food will be permitted, and (c) you can drink fluids under your mask. In addition, if you receive a Red Pass from PennOpen Pass from either problematic symptoms, testing

positive for Covid-19, or exposure to someone with Covid-19, then you can be granted an excused absence. To receive an excused absence, you must email my TA and I your Red Pass documenting the reason for why you have a Red Pass. Finally, if you receive a Red Pass for non-compliance with bi-weekly screening testing, you will not be allowed to come to class and receive an unexcused absence.

- **Participation:** Your participation grade will be based on the quality of comments or questions. Quality comments and questions have *relevance* (i.e., the comment relates to the current discussion and course content) and at least one of the following characteristics:
 - *Logic:* Your rationale uses clear evidence and coherent arguments.
 - *Integration:* Your comment advances the discussion by building on previous contributions
 - *Originality:* Your comment contributes a new perspective to the discussion

- **Canvas Discussion Participation:** Given that it is unrealistic or infeasible that all students participate in every class, we will also use the course’s Canvas website to support your participation, reflection, and learning of course material. That is, another way you can participate in this course is to make a meaningful post on the course Canvas Discussion thread called “301 Participation & Knowledge Sharing.” You must post on Canvas **within one week of the session** for the post to count towards your participation grade. A meaningful post involves writing about what you have learned from a specific session that is relevant to your work or personal experience. Examples include writing a personal reflection on how the material relates specifically to your experiences; posting thoughtful questions or challenges you faced that relate to course material; providing constructive comments or answers to other students’ reflections or questions; or sharing new articles, videos, or content that connect back to course concepts and explaining the connection.

- **Making Up Excused Absences:** First, note that you cannot make up unexcused absences. Second, to make up an excused absence, you need to watch the video recording of the session that you missed on Canvas. Then, you need to write a meaningful post on the Canvas Discussion thread (see previous bullet point) based on your watching of the video recording of the session you missed.

- **Complete all Required Materials & Think Again (20%).** Leadership fellow students will read all materials assigned in the course schedule (at the end of this syllabus) as well as read the book Think Again.

- **Weekly Reflection Papers (30%).** Leadership fellow students will submit a 1-page reflection paper each week on the topics covered in MGMT301 discussing how they apply either to (a) their own academic and work experiences or (b) to an external news, event, or company. Each paper will be due at 8am the morning of when the Leadership fellow students meet with Professor Parke each week.

- **Weekly Seminar Meeting (20%).** Leadership fellow students will meet weekly with Professor Parke to discuss and extend the insights from MGMT301 sessions, their reflection papers, and Think Again.

GRADE DISTRIBUTION & COURSE POLICIES

There is no curve in this course. The grade distribution is provided below.

A+ 98-100	B+ 86-89	C+ 74-77	D+ 62-65
A 94-97	B 82-85	C 70-73	D 58-61
A- 90-93	B- 78-81	C- 66-69	F 57 or below

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

Academic Integrity: All assignments must be completed individually and independently. Students are required to abide by the University’s policy of academic integrity at all times.

Course Feedback, Issues, and Special Accommodations. I am committed to making this course a valuable learning experience for you. At about the halfway point, we will spend part of a class session evaluating our progress, and I will make any necessary changes to keep us on track. That said, feel free to reach out at any other time if you need to discuss the course or any other issue. It is easiest to reach me during office hours or by email, but I am always happy to set up an appointment. Additionally, if you have a disability or issue that requires special accommodation, please let me know ASAP so that I can be helpful to you.

Student Wellness. I am fully committed to the wellness and welfare of students. Please feel free to reach out at any time to notify me or discuss any issues related to your health and wellbeing. Also, please know there are a number of resources for students, including [Weingarten Center](#) and [Counseling And Psychological Services \(CAPS\)](#). You can also set up times to meet with me (office hours or a meeting), the TA, or the Leadership Fellows for additional support, guidance, or instruction with course material and assignments.

COURSE SCHEDULE

Session # / Date	Topic	Materials / Preparation	Assignments & Notes
(#1) Jan 12	Introduction: Interpersonal Influence & Teams	<ul style="list-style-type: none"> • Read: MGMT301 Syllabus • Prepare case: Read and complete the handout “S1 - MDVIP Mini Case” (in “Readings” folder on Canvas). • Watch: Edmondson, A. C. Teamwork on the fly. 	Pre-course survey: <u>Due</u> AT LEAST 3 days before this first class
(#2) Jan 19	Interpersonal Influence I: Leadership Framework	<ul style="list-style-type: none"> • Read: Pink, D. “Drive: The Recap” (pages 218-224) in Drive • Review: 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. 	
(#3) Jan 24	Interpersonal Influence II: Inspiring Leadership	<ul style="list-style-type: none"> • Read: Heath & Heath. “Concrete” (Chapter 3: pages 98-129) in Made to Stick • Prepare case: Read the handout “S3 - Yincom and Yangnet” (in “Readings” folder on Canvas) and prepare your role as instructed (be ready to share during class). • Watch: 3 questions to ask yourself about everything you do TED Talk by Stacey Abrams 	Guest Speaker: TBD
(#4) Jan 26	Interpersonal Influence III: Empowering Leadership	<ul style="list-style-type: none"> • 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) • Prepare case: Read and complete the handout “S4 – Empowering & Directive Leadership Video Cases” (in “Readings” folder on Canvas). 	Quiz #1: Posted on Canvas after the last section’s class at 3:15pm. This quiz covers content from sessions 1-4.
(#5) Jan 31	Interpersonal Influence IV: Emotional Intelligence	<ul style="list-style-type: none"> • Listen: How to deal with negative emotions in your creative process in Creative Conversations, a Fast Company Podcast Hosted by KC Ifeanyi • Watch: The happy secret to better work TED Talk by Shawn Achor • Skim: Skim your individualized EI report, which will be sent to you prior to this class. 	Quiz #1: <u>Due</u> before the start of the first section’s class at 8:30am.
(#6) Feb 2	Forming Teams I: Structuring Informational Inputs	<ul style="list-style-type: none"> • Read: Sunstein, C. R. & Hastie, R. Making dumb groups smarter (HBR) 	Everest: Register for Everest Team Simulation (details will be sent to you) <u>before the start of Session 6 (Feb 2) of</u>

			the first section's class at 8:30am.
(#7) Feb 7	Forming Teams II: Utilizing Social Inputs	<ul style="list-style-type: none"> • Read: Phillips, K. How diversity makes us smarter. (Scientific America) • Watch: "Purl!" a Pixar SparkShorts 	Personal User Manual: <u>Due</u> before the start of the first section's class at 8:30am.
(#8) Feb 9	Team Decision Making I: Team Decision Making (Everest Team Simulation)	<ul style="list-style-type: none"> • 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). 	Quiz #2: Posted on Canvas after the last section's class at 3:15pm. This quiz covers content from sessions 5-8.
(#9) Feb 14	Team Decision Making II: Information Sharing Processes	<ul style="list-style-type: none"> • Read: Catmull, E. & Wallace, A. "Honesty and Candor" (Chapter 5: pages 85-105) in Creativity, Inc. • Read: Parke, M.R. & Sherf, E. N. (2020) "Hearing your team's best ideas" (in "Readings" folder on Canvas) 	Quiz #2: <u>Due</u> before the start of the first section's class at 8:30am.
(#10) Feb 16	Implementing Team Strategy I: Coordination Processes	<ul style="list-style-type: none"> • Prepare case: Read and complete the handout "S10 - Linda Norgrove Hostage Rescue Case" (in "Readings" folder on Canvas) • Read: Lencioni, P. (2002). "The Model" Chapters (pgs. 187-220) in The Five Dysfunctions of a Team • Listen: The Easiest Person to Fool, Hidden Brain Podcast by Shankar Vedantam (Listen only from 15:10-25:02) 	Guest Speaker: Former Navy Seal Commander, Mark Conley, will walk us through a live case discussion of the Linda Norgrove Hostage Rescue Operation.
(#11) Feb 21	Implementing Team Strategy II: Team Planning	<ul style="list-style-type: none"> • Read: Cable, D. "Encouraging Serious Play" (Ch 5: pages 83-96) & "Expanding on Freedom and Creativity" (Ch 6: pages 97-114) in Alive at Work • Watch: Prototyping, Iterating, and Making New Things TEDX Talk by Chris Milne 	
(#12) Feb 23	The Organization: Organizational Culture	<ul style="list-style-type: none"> • Prepare Case: Complete all components of "S12 - Bridgewater Associates Case" Handout (in "Readings" folder on Canvas). 	Quiz #3: Posted on Canvas after the last section's class at 3:15pm. This quiz covers content from sessions 9-12.
(#13) Feb 28	Knowledge Transfer: Course Takeaways		<p>Quiz #3: <u>Due</u> before the start of the first section's class at 8:30am.</p> <p>Final Case Analysis: Posted on Canvas after last section's class at 3:15pm. <u>Due</u> Friday, March 4 at midnight.</p>