MANAGEMENT/WHARTON 301:
TEAMWORK AND INTERPERSONAL INFLUENCE

FALL 2018 (Pilot)

Professor Drew Carton, Management Department
carton@wharton.upenn.edu
Steinberg-Dietrich Hall Room 2029

OVERVIEW

Organizations emerge because individuals cannot (or do not want to) accomplish their goals alone. Therefore, an organization is most often defined as a collective oriented toward a common goal. Collaboration — in relationships and in teams — is the building block of organizational effectiveness. That is, much of your work each day will occur in a social context, and will require you to wield influence (and be influenced). Moreover, over 80% of Fortune 1,000 companies now use teams. The ability to work effectively in teams is thus a critical skill.

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, especially in the context of teams. You will develop a portable toolkit of ideas related to managing team decision making, team conflict, team diversity, interpersonal influence and emotional intelligence.

Management 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 lecture, discussion, group projects, in-class exercises, case studies, and simulations. It is important to learn ideas conceptually and also to experience them firsthand.

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 readings that will help you learn the course concepts while also being engaging. All readings are by organizational and social scientists with training using social science methods.

GRADING AND ASSIGNMENTS

- **Weekly journal (20 points)**: each week you will submit a summary of your application of the skills we cover in class. You will record both how you apply skills related to interpersonal influence and interaction as well as your reflections on team exercises. Your reflections will include your attempts to implement certain ideas, such as those related to emotional intelligence, outside of class (i.e., in your own life).

- **Midterm (30 points)**: a mix of multiple choice and free response covering core course concepts.

- **Team simulation (10 points)**: in the final week, you will engage in a team simulation. You will be evaluated according to how well you implement the team concepts you have learned throughout the course. This includes coordination, decision making, and conflict management.

- **Final exam (30 points)**: a mix of multiple choice and free response covering core course concepts.

- **Attendance and engagement (10 points)**.

Please read the entire syllabus before the first day of class and confirm that you have done this on Canvas under "*Assignments*."

Each assessment is explained in detail on Canvas under "Assignments." As a general policy I **do not accept late submissions for any assignment**.

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-
88 - 89   B+
84 - 87   B
80 - 83   B-
78 - 79   C+
74 - 77   C
70 - 73   C-
68 - 69   D+
64 - 67   D
60 - 63   D-
0 - 59   F

COURSE POLICIES

Seating: I'm hoping to get to know all of you. We're going to have a preplanned seating arrangement because it will help me get to know each of you as quickly as possible and, in turn, make you feel more involved in the class. Thank you for your understanding. The seating chart will be provided on the first day of class. Because of this, you do not need to bring name cards of any sort. Unfortunately, I cannot grant requests to move seats. I typically get several dozen 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.

Electronics – "unplugged": Unless you have received permission directly from me, please turn off phones, tablets, computers, and all other electronics for the entire duration of all classes, unless you are instructed to do otherwise. As far as note taking, on the first day of class I'll review research that shows that taking notes by hand is superior to taking notes by computer for long-term retention of the material. Disallowing electronics also reduces distraction to your peers. It also reduces the energy in the classroom, detracting from the learning experience.

Engagement: Since the root of "attendance" is "attend", you must be present not only physically but mentally as well such that you're simply paying attention. The class is taught in such a way that it is not possible to "catch up" later via the readings. Further, the experience can't be properly replicated via a video recording of the class. For instance, some questions on the exams will require you to draw on your experience with the exercises that we'll do in 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 show up on time and be prepared for each class. Thank you for taking this part of the course seriously.

Course Absences: Absences must be reported through the Course Absence Reports (CAR) system.

Midterm/Final Exam Conflicts: Per university policy, excused absences are only granted in cases of a conflicting class, a conflicting exam, a religious holiday, a serious illness, or a grave family emergency, and each of these reasons must be documented. Job interviews, incompatible travel plans, and forgetfulness are not considered excused absences. I require at least two weeks' notice for foreseeable conflicts.

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 on Canvas.

WEEKLY SCHEDULE

- **Week 1: Overview**
  - Class 1 – Introduction
    - Read the syllabus. Pay special attention to the section entitled "Overview"
  - Class 2 – When do we need collaboration and teams?
    - Hackman (2002), "Leading Teams: Setting the Stage for Great Performances" (Chapter 1)
    - Kozlowski and Ilgen, "The Science of Team Success" Scientific American
    - Weiss and Hughes (2004), "Want collaboration?" Harvard Business Review
    - Stewart (1996), "The Great Conundrum – You vs. the Team". Fortune

- **Week 2: Team Decision Making**
  - Class 3 – Brainwriting, Creative Problem Solving in Teams, and Mental Models
    - McGrath (1984), "Groups: Interaction and Performance"
    - Wooley, Malone, and Chabris (2015) "Why Some Teams are Smarter than Others". New York Times
    - Cosier and Schwenk (1990), "Agreement and Thinking Alike: Ingredients for Poor Decisions". Academy of Management Executive
  - Class 4 – Groupthink, Conformity, Group Polarization, and The Common Knowledge Effect
    - Grant, H. (2014), "Get Your Team To Do What it Says it's Going to Do". Harvard Business Review
    - Stasser and Titus (1987), "Effects of Information Load and Percentage of Shared Information on the Dissemination of Unshared Information During Group Discussion". Journal of Personality and Social Psychology.

- ▪ Mulvey, Veiga, and Elsass (1996), "When Teammates Raise a White Flag". Academy of Management Perspectives, 40-49.
- **Week 3: Team Diversity**
  - o Class 5 – Understanding the Three Core Types of Diversity; Surface versus Deep-level diversity; Social Categorization versus Information Elaboration
    - ▪ Rock and Grant (2016), "Why Diverse Teams Are Smarter". Harvard Business Review
    - ▪ Brett, Behfar, Kern (2006), "Managing Multicultural Teams". Harvard Business Review
    - ▪ Harrison and Klein (2007), "What's the Difference? Diversity Constructs as Separation, Variety, or Disparity in Organizations". Academy of Management Review
  - o Class 6 – Understanding Diversity via Dispersion and Faultlines; Efficiency versus Effectiveness
    - ▪ Phillips, K.W. (2014), "How Diversity Works". Scientific American
    - ▪ Lau and Murnighan (1998), "Demographic Diversity and Faultlines: The Compositional Dynamics of Organizational Groups". Academy of Management Review
    - ▪ Sherbin and Rashid (2017), "Diversity Doesn't Stick Without Inclusion". Harvard Business Review

- Week 4: Team Implementation and Design
  - o Class 7 – Team Conflict (including an analysis of the four types of conflict and their interdependence) and coordination (including transactive memory)
    - ▪ Hackman (2006), "The Five Dysfunctions of a Team: A Leadership Fable"
    - ▪ Weiss and Hughes (2005), "Want Collaboration? Accept and Actively Manage Conflict". Harvard Business Review
    - ▪ Eisner and Wetlaufer (2000), "Common Sense and Conflict: An Interview with Disney's Michael Eisner". Harvard Business Review
  - o Class 8 – Designing Teams, Team Composition, and Team Structure
    - ▪ Hackman (1987), "The Design of Work Teams"
    - ▪ Ancona and Caldwell (1998), "Rethinking Team Composition from the Outside In". Managing Groups and Teams
    - ▪ Bell (2007), "Deep-level Composition Variables as Predictors of Team Performance: A Meta-analysis"

- Week 5: Interpersonal Influence
  - o Class 9: Foundations
    - ▪ Cialdini (2001), "Harnessing the Science of Persuasion". Harvard Business Review.
    - ▪ Heath, Chip, and Dan Heath. Made to stick: Why some ideas survive and others die. Random House, 2007. Pages 98-129.
  - o Class 10: Influencing people toward change in teams
    - ▪ Katzenbach and Smith (2015), "The Wisdom of Teams: Creating The High Performance Organization"

- ▪ Katzenbach and Smith (2001), "Discipline of Teams"

- Week 6: Team Emotions, Emotional Intelligence and Managing Collaborations
  - o Class 11: Components of Emotional Intelligence
    - ▪ Barsade, S. G. (2007), "Why Does Affect Matter in Organizations?" Academy of Management Perspectives.
    - ▪ Santora and Esposito (2006), "Do Happy Leaders Make for Better Team Performance?". Academy of Management Perspectives
    - ▪ Fernandez (2016), "Helping Your Team Manage Stress, Anxiety, and Burnout". Harvard Business Review
  - o Class 12: Managing relationships and collaboration; Advice and feedback seeking as emotion management; prosocial behaviors and approachability
    - ▪ Stone, Patton, Heen, and Fisher (2010), "Difficult Conversations: How to Discuss What Matters Most." Penguin Books.
    - ▪ Ross (2008), "Trust Makes the Team Go Round". Harvard Business Review
    - ▪ Ashford and Tsui (1991), "Self-regulation for Managerial Effectiveness: The Role of Active Feedback Seeking". Academy of Management Journal

- Week 7: Team Simulation and Course Conclusion
  - o Class 13: Team simulation
  - o Class 14: Course conclusion