



MANAGEMENT 301: TEAMWORK AND INTERPERSONAL INFLUENCE (0.5 cu)

The Leadership Journey: Year 3

Spring 2021 (Q3)

Section 001: T/Th 10:30-11:50a.m. (Room: VIRTUAL)

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: Zoom!

Office Hours / Individual Meetings: I will set aside multiple timeslots throughout the course to meet 1-on-1 with students, typically on Tues/Thurs from 4:30-5:30pm. Closer to the course start date, I will share a link in which you can schedule 15-minute online individual appointments with me:

If you want to meet, but cannot make any of these time slots, then please email me.

OVERVIEW

Organizations emerge because individuals cannot (or do not want to) accomplish their goals alone. Likewise, employees pursue projects in teams and other small units because there is strength in numbers. For example, over 80% of Fortune 1,000 companies use teams to accomplish their goals. As such, collaboration — in relationships and in teams — is the building block of organizational effectiveness. In addition, most of your work each day will occur in a social context, and it will require you to influence and lead others, and be influenced 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 ethics.

In this course, 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 ourselves and how to influence others well before being able to create 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 how you as an individual performer operate within a team—how do you make the most out of your abilities and employ strategies to thrive within a team context.

These three categories of analysis –interpersonal influence, teamwork, and individual performance – 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 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

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

The coursepack is available on Study.Net (cost \$XX). Also, some readings and exercises will be distributed throughout the quarter. Complete the readings before class on the day shown in the schedule (listed at the end of the syllabus). We will not have time to discuss everything in the readings in class, so if you have additional questions about the readings be sure to talk to me during office hours or email me.

GRADING AND ASSIGNMENTS

This is a 0.5 CU course. There are 200 total points, and they are divided in the following manner:

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|------------------------|--------------------------|
| • Pre-course survey | (10 points—5%) |
| • Personal User Manual | (30 points—15%) |
| • Canvas Quizzes | (4 × 20 = 80 points—40%) |
| • Final Case Analysis | (40 points—20%) |
| • Class Participation | (40 points—20%) |

The due dates for each assignment are listed in the class schedule at the end of this syllabus and on Canvas. Details about each assignment can be found below.

- **Pre-course assessment survey (10 points—5%):** You will complete a pre-course survey in which you self-assess interpersonal influence and team topics in relation to your work and academic experiences before the start of the course. This survey will be used to generate individual reports on course concepts (e.g., leadership reports) as well as used to guide certain class discussions. Two weeks before the start of the course, I will email you specific instructions on how to complete this pre-work. The pre-work is due three days before the course begins.
- **Personal User Manual (30 points—15%):** The first part 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 (for more information about the purpose of this tool, see: <https://qz.com/1046131/writing-a-user-manual-at-work-makes-teams-less-anxious-and-more-productive/>). You will create a document (two-page maximum) (a) that describes to others who you are in a professional setting (e.g., styles, values, communication preferences) and (b) that maps out specific and concrete actions to others on how they can effectively work with and influence you in order to maximize the benefits of collaborating with you. The full details and grading criteria of this assignment is posted on the Canvas website.
- **Canvas Quizzes (80 points—40%):** In lieu of a midterm or final exam, there will be four (4) “take-home” (i.e., you will have at least 36 hours to complete it) and “open-book” (i.e., you can use any materials from the course) Canvas Quizzes spread throughout the course. Each quiz is worth 20 points. Quizzes will consist of a mixture of multiple choice, fill-in-the-blank, or short-answer questions. The exact schedule for when each quiz will be posted, and when it is due, is provided in the course schedule.

- **Final Case Analysis (40 points—20%):** The final case analysis will be posted immediately after the last class (session 13), and it will be due one week later. In this assignment, you will be asked to analyze a case in which you describe and diagnose the situation using concepts from the course, outline the factors that contributed to the situation, and discuss how the course concepts could have helped the people in the case deal with the situation more effectively. You can work on this assignment alone or you can work with other students in the course. If you work with other students, please note that your group size must be 5 students or less (i.e., maximum group size is 5), you will turn in one submission for the group, and each person in the group will receive the same grade.

- **Class Participation (40 points—20%).** 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:
 - **Small Group Meet Ups:** Five points of your participation grade will be to attend one small group virtual meet up (i.e., on Zoom). The purpose of these small group meet ups is to build community and enrich the classroom experience. You will be scheduled to meet with Professor Parke and a small group of your fellow classmates once during the quarter. These meets ups will occur on Monday or Wednesday from 4:30-5:30pm EST. You will be randomly assigned to one of these sessions, and the schedule will be posted before the start of the class on Canvas for all students. If you have a schedule conflict with your assigned meet up, it is your responsibility to switch with another student. If you cannot make any of the meet up timeslots (e.g., you are taking the course in a time zone that does not work), then please email me to set up an alternative. For each meet up, each individual student will have 10 minutes to determine what the group does for those 10 minutes. This can be something as simple as a conversation to get to know each other, questions about the course material, or discussing career or life topics. You could also do something a bit more involved, like pitching your idea for your new business or practicing a presentation and getting feedback. As another option, the students can pool their time to do a group activity (e.g., a group could decide to use the full hour for a social activity or game). Have fun and be creative. You earn your 5 participation points by simply showing up.

 - **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, and TAs need time to organize you into breakout rooms on Zoom. ***Each unexcused absence will lead to a reduction of 5 points of 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.

 - **Virtual classroom:** 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 on through the duration of class. I strongly recommend using a computer or tablet for every single session, which will enable you to participate in the group activities and class discussions much more effectively. In addition, it is required to use a computer or tablet for session 4 and session 8 to facilitate the team activity/simulation on those days.

 - **In-Class Participation:** There are two ways to earn your participation points during in-class

participation: (a) you can speak up in class with a quality comment or question or (b) you can write a quality question or comment in the Zoom group chat. 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.” 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.

****Note:** In order to be eligible to earn 100% for your participation grade, you must participate once per session using any of the three ways discussed above. In other words, you must EITHER speak up in class once, write in the Zoom group chat during class once, OR make one post in the Canvas Discussion after class for each class session in order to be eligible to earn 100% of your participation grade. To be clear, you DO NOT need to do all three, but just one of the three. TAs will be tracking each student’s participation across these three forums per class session.

GRADE DISTRIBUTION & COURSE POLICIES

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.

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

Late Assignments: Your grade will be reduced by 20% for every day that an assignment is late.

Academic Integrity: Except for the Final Case Analysis, all assignments must be completed individually and independently. Students are required to abide by the University’s policy of academic integrity at all times. This applies to any assessment-related issues (e.g., quizzes) as well as plagiarism on graded assignments. Put simply, don’t be a cheater.

Course Feedback, Issues, and Wellness. 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.

COURSE SCHEDULE

Session # / Date	Topic	Materials / Preparation	Assignments & Notes
(1) January 21	Introduction: Interpersonal Influence & Teams	<ul style="list-style-type: none"> • Read: MGMT301 Syllabus • Read: Edmondson, A. C. Teamwork on the fly. (HBR) 	Pre-course survey: <u>Due</u> AT LEAST 3 days before this first class
(2) January 26	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) January 28	Interpersonal Influence II: Inspiring Influence	<ul style="list-style-type: none"> • Read: Heath & Heath. “Concrete” (Chapter 3: pages 98-129) in Made to Stick • Prepare case: Read the handout “Yincom and Yangnet” (in “Readings” folder on Canvas) and write out answers to the question (bring your written answer to class). • Watch: 3 questions to ask yourself about everything you do TED Talk by Stacey Abrams 	Quiz #1: Posted on Canvas after the last section’s class at 4:30pm. This quiz covers content from sessions 1-3.
(4) February 2	Interpersonal Influence III: Empowering Influence	<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) 	Quiz #1: <u>Due</u> before the start of the first section’s class at 10:30am.
(5) February 4	Forming Teams I: Structuring Informational Inputs	<ul style="list-style-type: none"> • Read: Sunstein, C. R. & Hastie, R. Making dumb groups smarter (HBR) 	
(6) February 9	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 	
(7) February 11	Formulating Team Strategy I: Team Planning	<ul style="list-style-type: none"> • Read: Staying one step ahead at Pixar: An interview with Ed Catmull (in “Readings” folder on Canvas) 	<p>Personal User Manual: <u>Due</u> before the start of the first section’s class at 10:30am.</p> <p>Quiz #2: Posted on Canvas after the last section’s class at 4:30pm. This quiz covers content from sessions 5-7.</p>

(8) February 16	Formulating Team Strategy II: Team Decision Making (Everest Team Simulation)	<ul style="list-style-type: none"> • Prepare: Log in and prepare your role for the Everest Team Simulation (See handout in “Readings” folder on Canvas). 	Quiz #2: <u>Due</u> before the start of the first section’s class at 10:30am.
(9) February 18	Implementing Team Strategy I: 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) 	
(10) February 23	Implementing Team Strategy II: Coordination Processes	<ul style="list-style-type: none"> • Prepare case: Read Snook, S. & Polzer, J.T. (2004). The Army Crew Team (Case) and think through the posed questions on the handout. Come to class ready to talk about case. • Read: Lencioni, P. (2002). “The Model” Chapters (pgs. 187-220) in The Five Dysfunctions of a Team 	Quiz #3: Posted on Canvas after the last section’s class at 4:30pm. This quiz covers content from sessions 8-10.
(11) February 25	Individual Performance I: Emotional Intelligence	<ul style="list-style-type: none"> • Read: Parke, M.R. & Morris, R. (2017). Does it pay to let employees express their true feelings? (in “Readings” folder on Canvas). • Watch: The happy secret to better work TED Talk by Shawn Achor 	Quiz #3: <u>Due</u> before the start of the first section’s class at 10:30am.
(12) March 2	Individual Performance II: Self-regulation	<ul style="list-style-type: none"> • Readings will be distributed a week before this session 	Quiz #4: Posted on Canvas after the last section’s class at 4:30pm. This quiz covers content from sessions 11-12.
(13) March 4	Individual Performance III & Knowledge Transfer: Ethics & Course Takeaways	<ul style="list-style-type: none"> • Readings will be distributed a week before this session 	Quiz #4: <u>Due</u> before the start of the first section’s class at 10:30am. Final Case Analysis: Posted after the last section’s class at 4:30pm and <u>due</u> Thursday, March 11 at midnight.