WHARTON 3010 / MANAGEMENT 3010: TEAMWORK AND INTERPERSONAL INFLUENCE (0.5 cu)
The Leadership Journey: Year 3 (Spring 2024: Q3 & Q4)
Section 001: W 12:00-1:30p.m. (Room: JMHH G60)
Section 003: W 1:45-3:30p.m. (Room: JMHH G60)

INSTRUCTOR
Professor Amy Wrzesniewski, Management Department (https://mgmt.wharton.upenn.edu/profile/amyw/)
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Office Hours: Wednesdays in office (https://calendly.com/wrzesniewski-3010-office-hours/campus)
Mondays/Thursdays (occasionally varies) on Zoom (https://calendly.com/wrzesniewski-3010-office-hours/zoom)
If you want to meet, but cannot make any of these time slots, please email me.

HEAD TA:
Christina Gilchrest, cgilch@wharton.upenn.edu

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Section 001: Christina Gilchrest, cgilch@wharton.upenn.edu
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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 them as you strive to attain shared goals.

To help enable students' learning of the course concepts, we will use an integrated framework that covers the three key levels of organizational functioning. We're going to take a "drill down" approach involving the following three aspects of organizations, moving from the largest to the smallest unit of analysis:

1. **Organization**: We start the course by focusing on the organization as a whole, with an emphasis on understanding how to influence people in a way that aligns with your organization's mission. We'll focus on topics such as crafting a powerful organizational vision, inspirational influence, and empowerment.

2. **Teams**: The middle part of the course is dedicated to understanding teams and teamwork, including topics such as team decision making, diversity, conflict resolution, and coordination.

3. **Individual**: In the last part of the course, we'll examine how individuals operate on their own – how they come to understand the social world in which they work and learn to thrive within it.

These three levels of analysis–organizational, team, and individual–comprise the main areas of study in the field of organizational behavior and organizational psychology, as well as related areas like people analytics and human resources. As such, this core course will empower you to apply the key concepts covered in one of the fundamental disciplines of organizations.

This is the third of four courses that comprise the Leadership Journey.

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 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 you are not only learning ideas conceptually, but also experiencing and practicing these lessons firsthand.

MATERIALS

All readings are provided free of charge on "Course Materials @ Penn Libraries," "Study.Net Materials," or in the "Readings" folder under the "Files" tab on Canvas. To make your lives easier, we will put the readings and assignments for each upcoming session in a module. Please complete the readings *before* class on the day shown in the schedule. 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 course. There are 1000 total points, and they are divided in the following manner:

- Quizzes   (650 points—65%)
- Six-Stage Change Plan   (150 points—15%)
- Class Attendance & Engagement   (200 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.

- **Quizzes (650 points—65%):** There will be a quiz after each of the three parts of the course (organization, teams, and individual). The first and second quizzes are worth 200 points each (20%), and the third quiz is worth 250 points (25%). Quizzes will typically consist of multiple choice and/or short-answer questions. The exact schedule for each quiz will be provided on Canvas ("Assignments") as well as in the course schedule at the end of this syllabus. Please note that the dates of quizzes are subject to change at the instructor's discretion. More details about each quiz, including policies for quiz taking, will be provided in class and on Canvas.

- **Six-Stage Change Plan (150 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. The 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 "Six-Stage Change Plan" to help you successfully influence another person or group of people (e.g., a team or club) toward a shared goal. The full details and grading criteria for this assignment will be posted on Canvas.

- **Class Attendance & Engagement (200 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 engagement in class—through experiential exercises and group discussions—is essential for both your fellow classmates' and your learning. Below are the expectations and grading for attendance and engagement.

o **Attendance**: You are expected to attend all sessions and participate in all group activities and class discussions. I realize that junior year is an extremely busy and stressful time at Wharton, and I want to be accommodating. But I ask you to consider the nature of this class. First, we meet only once a week, so if a student misses just one session, a fairly significant amount of course material is missed. Second, the class is an experiential-learning course—most class sessions utilize simulations and group activities, which cannot be "made up." Thus, if you miss a class, you not only miss out on the learning yourself, but you also are likely disadvantaging your classmates' learning because they are counting on your participation in these activities.

Excused absences are for medical reasons, religious holidays, or for official university business only. Please note that an interview is not an excusable reason to miss class. To be granted an excused absence, you must email your section's TA at least 48 hours in advance to make arrangements for in-class exercises and obtain any relevant materials. Of course, I realize that unforeseeable issues or emergencies arise, in which case I will make accommodations for students. If you receive an excused absence, then you need to make up the work by completing the deliverables designated by your TA. If you fail to complete this assignment, your excused absence becomes unexcused.

If you miss class for reasons other than those specified for excused absences, then you will receive an unexcused absence. *For every unexcused absence, there will be a half-letter grade reduction in your final grade in the course (e.g., an "A" goes to an "A-"; an "A-" goes to a "B+"; etc.).*

o **Engagement**: Your in-class engagement grade will be determined by the following criteria:

- *Punctuality*: Student is seated and ready to learn before the session starts. It is critical that you show up to sessions before the start time since many group activities take place at the beginning of each session. If you are excessively or routinely late, then you will be marked absent at my or the TA's discretion.

- *Active listening*: Student is clearly and actively listening to the course content such that they maintain eye contact and focus on what the instructor or other students are communicating. This is an unplugged course (see policy below); thus, if I or the TA notice that you are using your phone or other device (without my written permission), then significant points will be deducted from this portion of your grade.

- *Preparation*: Given the size of the class, there won't be an opportunity for everyone to talk each session. I do not expect you to speak up in every session; however, I do expect you to be prepared for each session. You must complete the assignments and readings prior to each class. If you are unable to contribute to the class discussion when I call on you, or you cannot contribute to team exercises because you are inadequately prepared, then significant points will be deducted from this portion of your grade.

As long as you fulfill the three "Engagement" criteria above, we will not be grading you on how many times you speak and what you say when you do speak. If you struggle with speaking up in class and would like to work on this, please reach out to me, as I can absolutely help you.

GRADE DISTRIBUTION & COURSE POLICIES
The grade distribution is provided below.

A+ 98-100	B+ 86-89	C+ 75-78	D+ 62-65
A 94-97	B 83-85	C 71-74	D 58-61
A- 90-93	B- 79-82	C- 66-70	F 57 or below

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

Seating: For the first part of the course, we'll use a preplanned seating arrangement as it will help me get to know each of you as quickly as possible. The seating chart will be provided at the start of the first class. Unfortunately, I can't grant requests to move seats. If you have an accommodation or other issue that may have an impact on seating, then please contact me as soon as possible.

Electronics – "unplugged": To create the most immersive and engaging learning environment, electronics are prohibited unless otherwise noted. This means that you are not permitted to use laptops, tablets, or your phones. To get credit for attendance, you need to be off your phone, laptop, tablet, etc. unless you have received written permission from me or unless otherwise instructed.

Late Assignment Policies: All quizzes and the six-stage change plan must be submitted by their due date. Any late quiz or change plan is given a 0%. Students are eligible for extensions for medical reasons and religious holidays that would make it challenging or impossible to complete assignments on time. To receive an extension, you must request and receive approval for your extension from your TA and me at least 24 hours before an assignment is due (unless it is an emergency).

Academic Integrity: All assignments specify their own completion criteria. Students are required to always abide by the University's academic integrity policy: https://catalog.upenn.edu/pennbook/code-of-academic-integrity/. This applies to any assessment-related issues (e.g., quizzes) as well as plagiarism on graded assignments. Put simply, don't be a cheater.

Generative AI: Within this class, you are welcome to use AI models (including ChatGPT, DALL-E, Stable Diffusion, Midjourney, and GitHub Copilot) in an unrestricted fashion, for any purpose, at no penalty. However, you should note that all large language models still have a tendency to make up incorrect facts and fake citations; code generation models have a tendency to produce inaccurate output; and image generation models can occasionally come up with highly offensive products. You are responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit, regardless of whether it originally comes from you or your use of an AI program. The university's policy on plagiarism still applies to any uncited or improperly cited use of work by other people, or the submission of work by others that you claim as your own.

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 endeavor to make any necessary changes to keep us on track. That said, feel free to reach out at any other time if you would like to discuss the course or any other issue. It is easiest to reach me by scheduling a meeting (see Calendly links on first page) or by email. 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. If you wish, please feel free to reach out at any time to notify me of 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) or the TAs for additional support, guidance, or instruction with course material and assignments.

COURSE SCHEDULE

Session # / Date	Topic	Materials / Preparation	Assignments & Notes
(#1) January 24	**Introduction**: Teamwork and Interpersonal Influence	• **Read**: Wharton 3010 Syllabus • **Read**: "Velocity Vies for the Impossible" (in "Readings" folder under "Files" tab on Canvas) and come to class prepared to engage in the exercise	**Assignment**: Read the syllabus and confirm that you have read it on Canvas.
(#2) January 31	**The Organization I**: Thinking of your organization as a (giant) network	• **Read:** Baker. "Achieving Success through Social Capital" (pages 41-47) – (in "Course Materials @Penn Libraries) • **Read:** Cross & Parker. "The Hidden Power of Social Networks" (pages 15-30) access it on Canvas under "Course Materials @Penn Libraries" • **Read**: "A Climate Change Conundrum" (in "Readings" folder under "Files" tab on Canvas) and come to class prepared with an answer to the question in the reading	
(#3) February 7	**The Organization II**: Influencing employees by conveying the vision and setting the path	• **Read:** Heath & Heath. "Concrete" (pages 98-129) in Made to Stick (in "Course Materials @Penn Libraries") • **Read**: Heath & Heath. "Point to the Destination" (pages 73-98) in Switch (in "Course Materials @Penn Libraries") • **Read**: Heath & Heath. "Script the Critical Moves" (pages 49-57) in Switch (in "Course Materials @Penn Libraries")	
(#4) February 14	**The Organization III**: Influencing employees by engaging emotions and connecting to core needs	• **Read**: Heath & Heath. "Find the Feeling" (pages 105-113) in Switch (in "Course Materials @Penn Libraries") • **Read:** Heath & Heath. "Tweak the Environment" (pages 182-190) in Switch (in "Course Materials @Penn Libraries") • **Read**: Pink. "Drive: The Recap" (pages 218-224) in Drive (in "Course Materials @Penn Libraries")	
(#5) February 21	**The Organization IV**: Applying the six-stage model of influence (Ford Simulation)	• **Read:** "The Future of Ford" (in "Readings" folder under "Files" tab on Canvas)	**Simulation**: Bring your laptop to class for the simulation!
(#6) February 28	**The Team I:** Formulating & Structuring Team Strategy	• **Read:** "Making Dumb Groups Smarter" (in "Study.Net Materials" on Canvas) • **Read:** Kozlowski & Ilgen. "The Science of Team Success" (pages 58-59) (in "Course Materials @Penn Libraries")	**Quiz #1**: <u>Due</u> on Feb. 29 at 11:59 pm.
		Wednesday, March 6: SPRING BREAK – NO CLASS	

(#7) March 13	**The Team II:** Team Decision Making	• **Prepare**: Log in and prepare your role for the Everest Team Simulation (The Learning Lab will provide instructions on how to do this a few days before this session). • **Watch**: Edmondson, A. C. Teamwork on the fly.	**Simulation:** Bring your laptop to class for the simulation!
(#8) March 20	**The Team III**: Information Sharing Processes	• **Read**: Catmull & Wallace. "Honesty and Candor" (Chapter 5: pages 85-105) in Creativity, Inc. (in "Course Materials @Penn Libraries") • **Read**: Parke & Sherf "You Might Not Be Hearing Your Team's Best Ideas" (in "Study.Net Materials" on Canvas)	**Six-Stage Change Plan:** Due on March 21 at 11:59 pm.
(#9) March 27	**The Team IV**: Coordination Processes	• **Read**: Cable. "Encouraging Serious Play" (Ch 5: pages 83-96) & "Expanding on Freedom and Creativity" (Ch 6: pages 97-114) in Alive at Work (both in "Course Materials @Penn Libraries") • **Watch**: Prototyping, Iterating, and Making New Things TEDx Talk by Chris Milne	**Simulation:** Bring your laptop to class for the simulation! **My Leadership Style Survey:** Due March 27 at 11:59 pm.
(#10) April 3	**The Individual I**: Personality & Leadership Style	• **Complete** the "What's My Leadership Style?" survey on Canvas under "Assignments" by March 27 at 11:59pm. Note: this will take over an hour to complete. Please review your report once you receive it and be prepared to discuss it with others.	**Quiz #2:** Due on April 4 at 11:59 pm.
(#11) April 10	**The Individual II**: Giving and Receiving Feedback	• **Read:** "A Better Way to Deliver Bad News" (in "Study.Net Materials" on Canvas)	
(#12) April 17	**The Individual III**: Person-Job Fit and Job Crafting	• **Read:** Wrzesniewski, Berg, & Dutton "Turn the Job You Have into the Job You Want" (in "Study.Net Materials" on Canvas) • **Read:** Vanderkam. "How to Turn the Job You Have into the Job You Want" (in "Study.Net Materials" on Canvas)	
(#13) April 24	**The Individual IV**: Transitions and Resilience	• **Read:** Coutu. "How Resilience Works" (in "Study.Net Materials" on Canvas) • **Read:** Ibarra. Working Identity. Conclusion, "Becoming Yourself" (in "Course Materials @Penn Libraries") • **Skim:** Iyengar, Wells, & Schwartz "Doing Better but Feeling Worse" (in "Study.Net Materials" on Canvas) • **Skim:** Skim your individualized EI report, which will be sent to you prior to this class.	
(#14) May 1	**Outro**: Course Takeaways	• **Watch**: The happy secret to better work TED Talk, Shawn Achor	**Quiz #3**: Due on May 3 at 11:59 pm.