



**MANAGEMENT 301:
TEAMWORK AND INTERPERSONAL INFLUENCE**

The Leadership Journey: Year 3

Spring 2021, Quarter 3

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Steinberg-Dietrich Hall Room 3025

Office Hours: I am available from 5:30pm-6:30pm on Tues and Thurs by appointment (sign-up link: <https://calendly.com/slee1wharton/mgmt301oh>)

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

OVERVIEW

Much of your work each day 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 organizations 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 coordination, team communication, conflict, decision making, and ethics.

It is critically important that we develop a sense of continuity in terms of the course concepts. To do so, we are going to take a “drill down” approach. We will start the quarter by focusing on teams. We will then work our way down to smaller and smaller components. We will next examine interpersonal influence among a small subset of individuals – often people working in pairs. Finally, we will 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 – teamwork, interpersonal influence, and individual action – 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, 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 problems and pitfalls 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 \$XX). 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%).** You will submit one assignment online each week (due on Tuesdays before the start of class except for the first and last assignments). Most assignments will be posted on Thursday. In lieu of a midterm or final exam, Canvas Quizzes will include both close-ended and free response questions to test your understanding of course concepts. It is essential that you complete these assignments on time. As a general policy, there is a reduction of 20% for every day an assignment is late. The assignments include the following:

- | | |
|---------------------------------------|---------------|
| 1) Pre-class Survey | (5 pts: 2.5%) |
| 2) Reflection | (5 pts: 2.5%) |
| 3) Team Quiz 1 | (20 pts: 10%) |
| 4) Team Quiz 2 | (20 pts: 10%) |
| 5) Team Quiz 3 | (20 pts: 10%) |
| 6) Reflection Essay – 1,000 word max. | (30 pts: 15%) |
| 7) Interpersonal Quiz | (20 pts: 10%) |
| 8) Final Essay – 1,000 word max. | (40 pts: 20%) |

Reflection Essay: For this assignment, you will be asked to 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 Essay: For this assignment, you will be asked to 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%).** 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 enabled for the duration of class. You must be present mentally such that you’re paying attention, participating in exercises, and contributing to discussions. Given the size of the class, not everyone will have the opportunity to speak up in each class. However, you can also participate in the Zoom group chat or on the Canvas discussion board. Meaningful contributions through any of these methods will be valued equally. Examples of meaningful contributions include the following:
 - a) Asking a thoughtful question that is relevant to the current discussion and course content
 - b) 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)
 - c) Offering a new or alternative perspective to the discussion
 - d) Sharing a comment or reflection on how course concepts relate to your specific experiences.

To receive full credit for participation, you are expected to participate once per class session using any of the ways discussed above. Students who have no choice but to miss the synchronous portion of the class due to their location or technical issues must email me to confirm that you are not able to participate live. Please email me and your TA with the subject line “Attendance for MGMT 301 Section [your section number]” and provide a brief explanation. Those of you who cannot attend synchronously will be responsible for watching the full video recording of the course and reaching out in advance to discuss a substitute for attendance/participation.

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

Electronics – “unplugged”: You will need to use a computer to engage in the classes online, but I expect you to be off of your phone and not to toggle between the class video and other windows, including email and social media. I would **highly recommend** attending class using a computer/laptop/tablet rather than a phone, given the nature of some of the exercises.

Absences: You are allowed one unexcused absence, no questions asked. Each further unexcused absence will lead to a reduction of 5 points. ***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.***

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.

Course content in a global context. Because of the current pandemic, some of you may be taking courses while living outside the U.S. I encourage you to carefully review the course content below and decide if, in light of your own country’s laws, you are willing and able to take this class and complete all of its requirements.

TENTATIVE WEEKLY SCHEDULE: TOPICS AND ASSIGNMENTS

Class 1 – January 21 – Introduction

- Read the syllabus.
- Pinker – “Enlightenment Now” (pages 25-27, starting with the paragraph “Evolution left us with...”)
- Pre-class Survey (assignment #1) due Tuesday, January 20 at 11:59pm

Class 2 – January 26 – Forming Your Team I

- Kozlowski & Ilgen – “The Science of Team Success”
- Reflection (assignment #2) due before class

Class 3 – January 28 – Forming Your Team II

- Phillips – “How Diversity Makes Us Smarter”

Class 4 – February 2 – Formulating Your Team’s Strategy I

- Team Quiz 1 (assignment #3) due before class

Class 5 – February 4 – Formulating Your Team’s Strategy II

- Take 15-20 minutes to review your role for the team decision-making simulation and watch the introductory video.

Class 6 – February 9 – Implementing Your Team’s Strategy I

- Sunstein and Hastie – “Making Dumb Groups Smarter”
- Team Quiz 2 (assignment #4) due before class

Class 7 – February 11 – Implementing Your Team’s Strategy II

- No readings due for this class

Class 8 – February 16 – Interpersonal Influence I

- Heath and Heath – “Made to Stick” (pages 98-129)
- Heath and Heath – “Switch” (pages 76 – 81)
- Heath and Heath – “Switch” (pages 49 – 57)
- Team Quiz 3 (assignment #5) due before class

Class 9 – February 18– Interpersonal Influence II

- Heath and Heath – “Switch” (pages 105 – 113; 118 – 123)

Class 10 – February 23 – Interpersonal Influence III

- Thaler and Sunstein – “Nudge” (pages 177 – 184)
- Heath and Heath – “Switch” (pages 182 – 190)
- Heath and Heath – “Switch” (pages 209 – 212)
- Reflection Essay (assignment #6) due before class

Class 11 – February 25 – The Individual I

- Kahneman – “Thinking Fast and Slow” – (pages 85 to the first two lines of 88)

Class 12 – March 2 – The Individual II

- Haidt and Joseph, “The Moral Mind” (pages 383 – 385)
- Bazelon – “Five Thinkers Weigh Moral Choices in a Crisis”
- Interpersonal Quiz (assignment #7) due before class

Class 13 – March 4 – The Individual III & Course Review

- Kouchaki and Smith – Building an Ethical Career
- Final Essay (assignment #8) due Tuesday, March 16 at 11:59pm

Class 14 – March 9 – Optional/TBD