



University of Pennsylvania

Fall 2010

The Wharton School

## **MANAGEMENT 652: FOUNDATIONS OF TEAMWORK AND LEADERSHIP**

At every level of an organization, teamwork and leadership are required for organizational success. Teamwork and leadership have always been critical to society, but they have acquired new significance in recent years during this era of heightened uncertainty, restructuring, and change. The tenor of leadership has changed as well. Many organizations are flattening their hierarchies and building work teams, with “command and control” leadership giving way to facilitation and empowerment. Leadership – mobilizing people toward valued goals – is much less the exclusive prerogative of top executive ranks, and much more a quality that is expected from people at every level in a successful organization. With these changes, the skills of teamwork and team-building have become intertwined with the skills of leadership.

This course focuses on developing your knowledge and skill set for teamwork and leadership. The course is meant to be an intense immersion experience that draws strongly on the pedagogy of the ‘Wharton Teamwork and Leadership Simulation,’ a team-based, highly interactive simulation that was custom-designed and written by Wharton faculty for Wharton students specifically to allow you to experience the core concepts that you will learn in this class. In this simulation, your learning team will play the role of a senior management team of an electric car company. In doing so, you will have a chance to actually experience the skills of teamwork and leadership through your shared effort to run a simulated company. The content of the simulation is based on both cutting-edge research evidence and specific business cases. In addition, the course will include debriefings, lectures, readings, class discussion, and personal and group performance feedback. This course reflects the realities that informal leadership occurs in teams on an ongoing basis, that being a good team player is a part of leadership, and that many of your early experiences with leadership will occur while working in teams.

The 3 goals of this course are for you to learn about:

- Leadership behaviors: how to enact the skills that contribute to a team’s effective performance
- Team dynamics: how to be an effective team member, as well as how to best design work teams
- Organizational awareness: understanding organizational change and culture

### **CALENDAR**

This course meets daily for 5 days beginning August 27<sup>th</sup> 2010. The first 4 days will involve both active engagement in the simulation and class time. The last day will involve a class session and team presentations.

## **ATTENDANCE POLICY**

This is a team-based course; your own learning, and that of your classmates, is dependent on your attendance, including class time and simulation. Given the intense and concentrated nature of this class, you must attend all class sessions and simulation sessions and cannot switch simulation or class times. If you miss 1 day of the class, you must retake the course next year. The only exception is a documented grave personal emergency which conforms to university exam policy (See the MBA Resource Guide p. 17). If you believe you have a situation that qualifies, you must contact the MBA program office, who will determine whether the event conforms to this policy. If you have to miss 2 days of class, you must retake the course next year regardless of the reason. There will be no exceptions.

## **COURSE FORMAT**

The foundation of the course is a combination of analytic and experiential learning, which involves taking part in successive rounds of the Wharton Teamwork and Leadership Simulation, followed by a thorough examination of course theories in conjunction with the debrief of the simulation activities and outcomes. The class will operate in the following way:

1. You must complete the Wharton Management 652 Personality Profile by August 13.
2. On Day 1 (August 27), you will have class for 4 hours, which will include a course introduction, simulation introduction, and approximately 3 hours engaged in the simulation.
3. On Days 2, 3 and 4 (August 30-September 1), you will have class for 4 hours and 45 minutes, which will include the first 2 hours of class time and the second 2 hours in the simulation with a 45 minute break in between.
4. On Day 5 (September 2), you will have class for 3 hours, during which all teams will also be given 5 minutes to present an analysis of their performance.

After each day in the simulation, you are required to complete individual simulation analyses and online self and peer evaluations. The simulation analyses and self and peer evaluations can be accessed at <http://wtls.wharton.upenn.edu> and must be completed prior to the beginning of the next class. The self and peer evaluations will be explicitly debriefed in your required Simulation Debrief team meeting prior to the final exam on Monday, September 13<sup>th</sup>.

After completing the simulation and coursework, you will have an in-class final exam at the beginning of Quarter 1 on Monday, September 13, 2010 from 6:00pm to 8:00pm. This is described in greater depth below.

## CLASS SCHEDULE

### 1. Introduction to Teamwork and Leadership

Fri., Aug. 27

#### Readings

- “The Science of Team Success,” Kozlowski & Ilgen. *Scientific American Mind*, 1-4.

#### Due:

- The Wharton Management 652 Personality Profile should have already been completed online by August 13th.

### 2. Leading with Emotional Intelligence & Team Decision Making

Mon., Aug. 30

#### Readings

- “Emotions and Reasoning at Work,” Caruso & Salovey. *The Emotionally Intelligent Manager*, 3-21.
- “When Teammates Raise a White Flag,” Mulvey, Veiga, & Elsass. *Academy of Management Executive*, 40-49.

#### Due:

- Simulation Analysis #1 – Simulation analyses should be posted to the MGMT 652 WebCafé room in your personal folders.
- 1<sup>st</sup> set of self and peer simulation evaluations, which can be accessed after each day of the simulation by going to: <http://wtls.wharton.upenn.edu>.
- Note: Both are due by 5 p.m. on Saturday Aug. 28<sup>th</sup>.

### 3. Managing Conflict & Designing Effective Teams

Tues., Aug. 31

#### Readings

- “Sports Teams as a Model for Workplace Teams: Lessons and Liabilities,” Katz. *Academy of Management Executive*, 56-67.
- “The Ladder of Inference” and “Balancing Inquiry and Advocacy,” Senge et al. *The Fifth Discipline Fieldbook*, 242-259.

#### Due:

- Simulation Analysis #2
- 2<sup>nd</sup> set of self and peer simulation evaluations
- Note: Both are due before class on Tuesday Aug. 31

### 4. Leadership, Power & Influence

Wed., Sept. 1

#### Readings

- “Harnessing the Science of Persuasion,” Cialdini. *Harvard Business Review*, 72-79.
- “The Adaptable Leader” by MGMT 652 faculty

**Due:**

- Simulation Analysis #3
- 3<sup>rd</sup> set of self and peer simulation evaluations
- Note: Both are due before class on Wednesday Sept. 1

**5. Leading Change, Organizational Culture & Course Wrap Up      Thurs., Sept. 2**

**Readings**

- “Organizational Culture,” Schein. *American Psychologist*, 109-119.

**Due:**

- Simulation Analysis #4
- 4<sup>th</sup> set of self and peer simulation evaluations
- Note: Both are due before class on Thursday Sept. 2

**GRADING AND ASSIGNMENTS**

Your course grade will be a letter grade comprised of the following 4 elements:

1. 20% Active Class Participation
2. 30% Simulation Analyses
3. 15% Team Presentation (what went right/what went wrong and why)
4. 35% Final Exam

All written work will be evaluated based on the following criteria:

<u>Theory:</u>	How well you apply conceptual material in readings and lectures.
<u>Data:</u>	How well you use descriptive data to support your argument.
<u>Analysis:</u>	How well you integrate theory and data to create a coherent argument.
<u>Organization:</u>	How clear and well-organized your presentation of information is.
<u>Application:</u>	How well you apply conceptual material to the actions of your executive team.

Each of the assignments is described in more detail below:

**1. Class Participation (20%)**

You are expected to be prepared for each class session. Class participation will be graded on class preparation and your input in discussions of the debriefing of the simulation, readings, and general discussions. As we are interested in hearing the input of all class members, please expect to be called on to comment on the readings and general class discussions. Quality is more

important than quantity of comments. To do well in class participation, you will be expected to do the following:

- Come to class each day fully prepared to evaluate, reflect upon, and receive feedback about your simulation experience.
- Make links and integrate course concepts with examples from the simulation.
- Reflect on how your actions and those of others in the simulation exercises give insight into your teamwork and leadership skills.
- Offer support for your arguments.
- Show curiosity and a willingness to push ideas forward.
- Make points or raise issues that are relevant to the current focus of the class.
- Take into consideration the ideas offered by others and build on them.

Moreover, in addition to in-class participation described above, class participation includes participation in your required Simulation Debrief team meeting prior to the final exam on September 13<sup>th</sup> (facilitated by your Leadership Fellow). This activity is graded on a pass/fail basis. Failure will result in reduction of your participation grade by 1/3.

## 2. Simulation Analyses (30%)

The simulation analyses are confidential, written records of your personal learning. They will only be accessible to your professor, TAs, and Leadership Fellows. You will submit these simulation analyses to your personal folder on WebCafé. For every day of the simulation, please describe and analyze insights gained from the simulation, applying the principles you learned from lectures and readings. These post-simulation analyses will allow you to reflect on successful and failed individual and interpersonal strategies, and should enable you to better prepare for and respond during the subsequent days. Note that the best simulation analyses spend more time exploring what you can do to improve and less time blaming others for faults, defects, and failures.

**Simulation Analyses:** Each simulation analysis should be 1-2 single-spaced pages that reflect on your behavior in the simulation. These should not be detailed reports of everything that happened in the simulation, but rather should focus on key insights. These entries are due prior to the beginning of the next day's class and should be posted on WebCafé. Please use the following questions as a guide for writing your simulation analysis.

- (a) What did you learn about yourself as a leader or team member from your actions during this experience?
- (b) What did you do that you wish you had not done? Why?
- (c) What did you learn from the behavior of others?
- (d) What did you learn about your team's dynamics and effectiveness?
- (e) What do you plan to do differently in the next round as a result of your experience in the simulation today?

## 3. Team Presentation (15%)

On the last day of class your team will be responsible for a 5-minute team presentation for the class about what went right, what went wrong, and why. Use course concepts to support your insights and reflections. As a team, you can choose who presents on behalf of the team. You may choose one person to represent the team or involve more than one person in the presentation. This is a team decision.

#### 4. Final Exam (35%)

The final exam will allow you to use course concepts to analyze and solve teamwork and leadership problems. This will be a closed-book, in-class exam on Monday, September 13 from 6-8pm. You should be prepared to use course concepts from class and simulation sessions, as well as the readings.

### **CODE OF CONDUCT FOR THE COURSE**

1. You are expected to be prepared and on time for all class sessions and all sessions of the simulation (see attendance policy).
2. You may not show your confidential role instructions to other people, although you are free to tell other people whatever you would like about your confidential information.
3. Do not make up facts or information. Repeat: do not make up simulation case facts.
4. Class discussion stays in class. That is, your part in ensuring that we have a safe and open learning environment is to hold in confidence our discussions, keeping them within class. In addition, so as not to undermine the educational experiences of your classmates or future classes, please do not discuss the specifics of the simulation outcomes or “answers” outside of the classroom.

### **WEBCAFE**

The WebCafé for MGMT 652 is available through mySPIKE. Each student has a personal folder within a Learning Team folder.

### **ADDITIONAL RECOMMENDED READINGS**

#### Books

- [Leading Teams](#) (Hackman)
- [The Emotionally Intelligent Manager](#) (Caruso & Salovey)
- [Influence](#) (Cialdini)
- [Difficult Conversations](#) (Stone, Patton, Heen, & Fisher)
- [Leading Change](#) (Kotter)
- [Switch](#) (Heath & Heath)

Articles and Chapters: On reserve at Leadership Program Office & Lippincott Library or an optional course pack can be purchased via Study.net

- “Groups and Teams,” Stroh, Northcraft, & Neale. *Organizational Behavior*, 157-185.
- “Introduction,” Bass & Riggio, *Transformational Leadership*, 2<sup>nd</sup> edition, 1-16.
- “Traits, Situational, Functional and Relational Leadership,” Hackman & Johnson. *Leadership: A Communication Perspective*, 71-100.
- “The Smile Factory: Work at Disneyland,” Van Maanen. *Reframing Organizational Culture* 58-76.

## Research by the MGMT 652 Faculty

Professor Sigal Barsade

- [“Why Does Affect Matter in Organizations?”](#)
- [“Leading by Doing”](#)

Professor Stew Friedman

- [“Four-Way Win: How to Integrate Work, Home, Community, and Self”](#)
- [“The Happy Workaholic: A Role Model for Employees”](#)

Professor Adam Grant

- [“Putting a Face to a Name: The Art of Motivating Employees”](#)
- [“We Commit When We Give”](#)

Professor Nancy Rothbard

- [“Hiring from Outside the Company: How New People Can Bring Unexpected Problems”](#)
- [“Waking Up on the Wrong Side of the Desk: The Effect of Mood on Work Performance”](#)