

MANAGEMENT 652: FOUNDATIONS OF TEAMWORK AND LEADERSHIP**Professor Stew Friedman – Cohorts G, H, and I**friedman@wharton.upenn.edu

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. Also, leadership 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 much more intertwined with the skills of leadership.

This course focuses on developing your knowledge and skill set for teamwork and leadership. It draws on research evidence, cases, exercises, class discussion, readings, Learning Team projects and analyses, performance feedback, and outside speakers to explore the foundations and techniques of leadership. The course reflects the reality that informal leadership occurs in teams all the time, that being a good team player is a part of leadership, and that many of one’s early experiences with leadership will occur in working at the team level.

The three key themes addressed in this course are:

- Leadership behaviors
- Team dynamics – how to work in, manage and design work teams
- Leading others through organizational culture and change processes

CALENDAR

The course meets weekly for class sessions in Q1 and Q4 of your first year. In Q1 we focus mainly on the first two themes of leadership behaviors and team dynamics and in Q4 we focus on leading others. Course meeting dates for Q1 and Q4 are outlined below. This course is a year-long learning experience; there are course activities in Q2 and Q3 which are part of your coursework, and will focus on understanding your own Learning Team dynamics through 360 feedback, as well as learning more about leadership and teamwork through attending lectures given by talented industry executives and participating in other Wharton co-curricular programming.

WEBCAFE

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

OVERVIEW OF CLASSES AND ASSIGNMENTS

Date	Class Topic	Cases and Assignments Due
<u>Q1</u>		
Tue, Sep 9	How Teamwork and Leadership Intersect with Performance	* Prepare Rob Parson at Morgan Stanley (A)
Tue, Sep 16	Getting to Yes - The Skill of Negotiation and Influence	* Prepare your negotiation role (receive in class on 9/9) * Turn in your Team Analysis Project (TAP) Plan
Tue, Sep 23	Leading with Emotional Intelligence	
Tue, Sep 30	Having Difficult Conversations	
Tue, Oct 7	Making Decisions in Teams	* Leadership Development Goals and Action Plan (GAP) due
Tue, Oct 14	Leading and Designing Effective Teams	* Prepare Mt. Everest case
Fri, Oct 17		* Complete Learning Team 360 (available as of Oct 6)
Tue, Oct 21		* TAP Paper due
<u>In Q2</u>		
		* Leadership Laboratory: Giving and Receiving Performance Feedback
<u>In Q2, Q3, and Q4</u>		
		* Attend two lectures or programs that offer insight as to teamwork and leadership (e.g. Wharton Leadership Lectures, Leadership Development Workshops, Ventures, etc.)
<u>Q4</u>		
Tue, Mar 17	Leading Change: What Does it Take to Have Impact?	
Tue, Mar 24	Building Networks	* Prepare for reciprocity exercise.
Tue, Mar 31	Leadership in Action: Guest, Stan Silverman	
Fri, Apr 3		* Complete Learning Team 360.
Tue, Apr 7	Leadership in Action: Guest, Tom Tierney	* Complete Q4 feedback meeting.
Tue, Apr 14	Leading Change: Ghosn at Nissan	
Tue, Apr 21	Summing Up	* Final Paper due.

GRADING AND ASSIGNMENTS

You will receive your course grade at the end of Q4. It will comprise the following three elements (each of which is described in greater depth below):

1. 30% Participation, which includes active class participation, completing class assignments, sessions with Leadership Fellows, and attending two leadership lectures/programming.
2. 30% Team Analysis Project (TAP)
3. 40% Final Paper – Personal Leadership Assessment, Goals and Action Plan

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 is your presentation of information.
<u>Writing:</u>	How well you reflect professional quality in grammar and writing style.

Each of the assignments is described in more detail in the following sections.

1. PARTICIPATION

Class participation, contribution to sessions with your Leadership Fellow, and attending two leadership lectures/programming comprise your overall participation grade, which contributes 30 percent to your course grade.

Class Participation

Attendance at all class meetings is critical. You are expected to be prepared for each class session. Readings and assignments for each class must be read in advance of that class. Class participation will be graded on attendance, class preparation (including turning in assignments on time), and your input in discussion of the readings, general discussions and exercises. As we are interested in hearing the input of all class members, please expect to be called on to comment about the readings and for general class discussion. Contributions to class discussion will be based on the following behaviors:

- Offer support for 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
- Integrate concepts with examples from cases, exercises, and real-world experience

Meetings with Leadership Fellows

Three Leadership Fellows work with each cohort and one is assigned to work with your Learning Team. While each Learning Team is assigned a specific Leadership Fellow, all three Leadership Fellows are key sources of information, feedback, and guidance for you and for your team. Your Fellows are also the teaching assistants and graders for your cohort. It is expected that you will meet weekly with your Learning Team outside of class to work on team tasks, including your Team Analysis Project (TAP), and that your Learning Team will meet formally with your Leadership Fellow two times during the year

in assigned and scheduled working sessions. He or she will contact your team to schedule these Q2 and Q4 working sessions. Please note that the Q2 and Q4 meetings (including the online feedback component) are a required part of the course and part of your class participation grade.

Q2 Leadership Laboratory: Giving and Receiving Performance Feedback

Your required Leadership Lab will be led by your Fellow and will focus on giving and receiving feedback effectively. Your work in this Lab will serve as an important foundation for preparing your Final Paper (due in Q4). The time, place, and instructions for you to prepare for this Lab will be given to you by your Fellow. After the Leadership Lab, you are encouraged to re-draft your Leadership Development Goals and Action Plan (GAP) and post the revision to your personal folder by the end of November.

Q4 Feedback Meeting

You are required to complete your Q4 assigned meeting with your Fellow before class on April 16 and should focus on deepening your team's feedback for each individual, in support of each member's Leadership Development GAP. This will in turn contribute directly to your Final Paper. This meeting will build on feedback that you exchanged in your Lab in Q2, but will incorporate more recent experiences with your team and will push your team's learning and development to a new level. Required preparation is as follows: (1) Each team member must complete the Learning Team 360 on each other member. In the narrative section, each student writes one paragraph in response to each teammate's GAP. (2) Bring hard copy of your 360 data to the meeting, including all narratives written about you. These materials will be used as a basis for a round of dialogue, one member at a time, reviewing key messages and implications for the Final Paper. The time, place, and instructions to prepare will be given by your Fellow.

Attending Two Leadership Lectures/Programming

Over the course of the year, you are required to attend two leadership lectures (or related leadership programming such as Leadership Development Workshops, Ventures, etc.), and comment on these lectures/programming in your final paper.

2. TEAM ANALYSIS PROJECT (TAP)

The purpose of the Team Analysis Project (TAP) is to provide a learning experience for you to use your course knowledge as a lens to gain a deeper understanding of team dynamics and effectiveness of an actual work team. Your task as a Learning Team is to (1) analyze an ongoing team outside the course, and then (2) reflect on and analyze your own Learning Team's effectiveness in accomplishing your goals on this project. Use course concepts, readings, and discussions to analyze the effectiveness and level of functioning of both the outside team *and* your own Learning Team.

Select any ongoing team for your study, though not another Learning Team. It could be a work team in a company, a community service group, a Wharton service team, a sports team, or a musical performing group (see your course pack and webCafe for a 2-page note on "TAP Plan Guidelines" for more ideas). Any real, working team is a possible candidate, including a group in which one of you is or has been a member. You should arrange for direct contact with this team and you may also supplement your analysis with additional information from outside sources. Your TAP Paper is graded as a team and contributes 30 % to your final course grade. If the team you observed is interested, you are expected to share your insights and any recommendations with your outside study team to give them closure and follow-up as well.

This assignment has two parts as follows:

TAP Plan – due at class on Sep 16

A detailed plan for your TAP is due at our second class session. Your team's plan, of no more than 250 words, should include (1) the identity of the working team that will be the focus of your analysis, (2) the learning goals for *your* team as a team, (3) a means for ensuring your team's mutual accountability, and (4) a timeline for project completion. Your Leadership Fellow must confirm your choice of team – feel free to also seek feedback and advice throughout the process from your Leadership Fellow. Post your TAP Plan to your webCafé team folder *and* bring hard copy to submit in class.

TAP Paper – due by 6 PM on Oct 21

All Learning Team members must participate in producing your TAP Paper. Your analysis of **both** your *external* study team and your own Learning Team should draw on course concepts to address how the following influence the teams dynamics: (1) team composition, (2) team decision making, (3) work flow design (how work in the team is organized, delegated, and coordinated), (4) emotional intelligence of team members, (5) how the team handles difficult conversations, (6) how effective was this team according to the concepts we discuss in class and (6) recommendations for improving the operations of the study team as well as for your own learning team. In the case of your own Learning Team, as you work together in the future, what should your team do differently as a result of what you've learned from your experience collaborating on this assignment?

An effective paper will make use of course readings and class concepts as they apply to each of the topics noted above. It will also focus throughout on insights gained about team dynamics from the exercise. On the written assignment, include a cover sheet containing all team members' names, assignment title, cohort, team, and section. Print the paper double-spaced and stapled. The paper should not exceed 2,000 words, with approximately ½ devoted to your analysis of your external study team and ½ to your own Learning Team analysis. Post your TAP Paper to your webCafé team folder *and* place hard copy in your Fellow's mail folder.

3. PERSONAL LEADERSHIP ASSESSMENT, GOALS AND ACTION PLAN

Your Personal Leadership Assessment, Goals, and Action Plan as presented in your Final Paper contributes 40 percent to your course grade, and is due in the last class of Q4. This work should be a focal point for you through the entire course, and you should work on this assignment continually throughout the year. You are encouraged to use your whole Wharton experience, including your extracurricular activities, as an opportunity to practice and reflect upon your personal leadership and teamwork skills.

The course assignment portion of this work includes the following two deliverables:

Leadership Development Goals and Action Plan (GAP) – due at class on Oct 7

Bring hard copy to class *and* post in your personal folder on webCafé.

Read the description of the Learning Team 360 dimensions on webCafe and then choose one of the dimensions as a point of focus for your teamwork/leadership development goals during the year. In a separate document, write up to 250 words on the following:

- Identify one dimension and whether it is a strength to build on or an area to improve.
- Give a brief explanation for why you chose this dimension. How does it relate to the career paths you are thinking about pursuing after your MBA degree?
- Describe what you intend to do to work on this attribute over the year.
- Suggest one source of feedback, or metrics, that you will track to inform your progress towards your leadership development goal during the year.
- Consider what support you will ask of your teammates, if any, to achieve this goal.

It is expected that you will update and revisit your GAP throughout the year, including when your teammates give you feedback later in the course and in your Final Paper.

Final Paper – Personal Leadership Assessment, Goals, and Action Plan – due at class on Apr 21

Bring hard copy to class *and* post on your personal folder on webCafé.

Your Final Paper should integrate your experience and learning from the year as related to your own leadership development and demonstrate your understanding and effective use of course concepts, discussions, readings, cases, exercises, and guest speakers. You also need to incorporate your insights regarding the two lectures or programs that you attended in Q2 and 3. Your Final Paper is due in our last class. This assignment has two parts, totaling no more than 2,000 words.

1. Using the course content as a lens for understanding, describe insights you have gained this year about your main areas of strength and main areas for improvement as a leader and team player. In approximately 1,000 words:
 - a. Describe each main quality.
 - b. Explain what you've learned about how your embodiment of each quality affects your performance as a leader and team member. Explain how you learned these lessons.
2. Write your leadership development plan for the next 12 months. Based on your analysis of areas of strength and improvement, identify a workable set of specific goals for your development as a leader and team player that you intend to pursue this summer and in your second year at Wharton. In approximately 1,000 words total:
 - a. Describe each goal in terms of what you hope to achieve in developing yourself as a leader and team player. Include how you intend to build on areas of strength and both work on and compensate for areas of needed improvement.
 - b. Specify the actions you will take towards achieving each goal, including a timeline. Identify the metrics and sources of feedback you will use to help you learn whether and how you are progressing towards your goals and describe how you will use these data to inform your plan for lifelong learning about leadership and teamwork.
 - c. Explain how you will draw on support of others in pursuing this plan.

To repeat, while you might be tempted, your Final Paper should total no more than 2,000 words.

SCHEDULE – Q1

1. How Teamwork and Leadership Intersect with Performance

Sep 9

Readings

- Rob Parson at Morgan Stanley (A)
- “The Science of Team Success”, June 2007, *Scientific American Mind*

Questions to consider in advance of the class

- What strategy is John Mack at Morgan Stanley trying to promote?
- How does the culture he is trying to build fit this strategy?
- Given what you read in the *Scientific American Mind* article, why would teams be useful at Morgan Stanley?
- Diagnose Rob Parson’s performance. What aspects of Parson’s performance has been a benefit/detriment to the Capital Market Services group of Morgan Stanley?
- Should Paul Nasr recommend that Rob Parson be promoted right now? Why or why not?

2. Getting to Yes – The Skill of Negotiation and Influence

Sep 16

Reading

- Read and prepare your negotiation role (to be handed out in class on Sep 9).

Assignment

- Bring TAP Plan (see pages 4-5) to class and give to your Leadership Fellow. Also post in your team folder on webCafé.

3. Leading with Emotional Intelligence

Sep 23

Reading

- “Emotions and Reasoning at Work”, Chapter 1 in *The Emotionally Intelligent Manager*, Caruso & Salovey, 2004, pp. 3-23.

Questions to consider in advance of the class

- What is the *most* emotionally intelligent thing you have ever done (or seen) at work and what was the business outcome?
- What is the *least* emotionally intelligent thing you have ever done (or seen) at work and what was the business outcome?

4. How to Have Difficult Conversations

Sep 30

Reading

- “The Ladder of Inference” and “Balancing Inquiry and Advocacy”, pp. 242-259 in *The Fifth Discipline Fieldbook*, Senge, *et al.*

Questions to consider in advance of the class

- Based on the reading, what should Paul Nasr have done when talking with Rob Parsons?
- Think of a difficult conversation you need to have. How can you use the ideas in this reading to improve the outcome?

5. Making Decisions in Teams

Oct 7

Assignment

- Leadership Development GAP (see pages 5 and 6). Bring hard copy to submit due in class *and* post to your personal folder in webCafé.

6. Leading and Designing Effective Teams

Oct 14

Readings

- Mount Everest Case
- “When Teammates Raise a White Flag” by Mulvey, Veiga, and Elsass

Questions to consider in advance of the class

- What decisions were made on the top of Mount Everest and how were they made?
- What individual and group characteristics of these expeditions positively and negatively impacted these decisions?
- How did group dynamics influence these decisions?
- What business lessons can we learn from this case?

Additional Q1 Assignments

- Complete your Learning Team 360. Follow link on webCafé, available as of October 6. **Oct 17, 11 PM**
- Read “Groups and Teams” in *Organizational Behavior*, Stroh, Northcraft and Neale, 157-185 and “The Team Performance Model” by Drexler, Sibbet, and Forrester to inform your questions and writing of the TAP paper **Prior to Oct 21**
- Post a copy of your TAP Paper to your team folder on webCafe *and* place a hard copy in your Fellow’s mail folder. **Oct 21, 6 PM**

SCHEDULE—Q2 AND Q3

- Q2 Leadership Laboratory: Giving and Receiving Performance Feedback (see page 3). Read the following two articles in advance of this meeting:
 - Larry Porter. “Giving and Receiving Feedback: It Will Never Be Easy, But It *Can* Be Better,” *NTL Reading Book for Human Relations Training*, NTL Institute, pp. 341-344.
 - James G. Clawson. “Active Listening,” *Case Number UVA-OB-341*, Charlottesville, VA: Darden Graduate School Business Foundation.
 - James Meselko. “Support/Confrontation.” In *Internal Communication*. Eds.: Block-Petrella-Weisbord.
- Throughout Q2 and Q3 update your Leadership Development GAP with insights and observations on any relevant aspects of your experience at Wharton this year.
- Leadership Lectures/Programs in Q2 and Q3. Attend at least two lectures or programs that offer insight as to teamwork or leadership (e.g. Wharton Leadership Lectures, Leadership Development Workshops, Ventures, etcetera) and include your analysis of what you learned and how they relate to you in your Final Paper.

SCHEDULE — Q4

7. Leading Change: What Does It Take to Have Impact?

Mar 17

Readings

- DeLuca, Joel, 1999. *Political Savvy: Systematic Approaches to Leadership Behind the Scenes*. Berwyn, PA: EBG Publications, pp. 27-49.
- Jeffrey Pfeffer, 1992. “Understanding Power in Organizations.” *Managing with Power*, Boston: Harvard Business School Press, pp. 29-50.

Questions to consider in advance of the class

- What does the term “organizational politics” mean to you?
- How does your definition of power fit with DeLuca and with Pfeffer?
- What is the connection between politics and leadership?
- How would people who’ve worked with you characterize your political style?
- How do you feel about having and using power?

8. Building Networks

Mar 24

Reading

- Wayne Baker, 2000. *Achieving Success Through Social Capital: Tapping Hidden Potential in Your Personal and Business Networks*, San Francisco: Jossey-Bass, pp. 1–25 and 69–128.

Questions to consider in advance of the class

- What is the practical value of Baker’s ideas for developing leaders?
- What suggestions do you have for your cohort to increase social capital at Wharton?

Assignment

- Prepare for reciprocity exercise. In this exercise, you will ask your classmates for help. Your request could be professional or personal; it's up to you. Here is mine: For a book I'm now writing, I'm looking for examples of great leaders, from the point of view of the whole person. Can you direct me to one? Bring a request you are willing to make publicly in class; make it brief (1 or 2 sentences), specific, and meaningful.

9. Leadership in Action: Guest Speaker, Stan Silverman

Mar 31

Reading

- Jim Collins, 2001. "Level 5 Leadership: The Triumph of Humility and Fierce Resolve," *Harvard Business Review*, January, pp. 67-74.

Questions to consider in advance of the class

- After finding and reading information about our guest's background, what questions do you have for our guest based on what (a) you're thinking about your Final Paper, (b) you learned from reading Collins, and (c) you've taken away from other speakers this year?

Assignment

- Complete Q4 Learning Team 360

Apr 3, 11 PM

10. Leadership in Action: Guest Speaker, Tom Tierney

Apr 7

Same preparation as last week for previous speaker

11. Leading Change: Ghosn at Nissan

Apr 14

Readings

- J. Kotter, "Leading Change: Why Transformation Efforts Fail", HBR, Mar, 1995, 59-67.
- Kathryn Hughes *et al*, 2003. "Nissan's U-Turn: 1999-2001." Fontainebleau: INSEAD.

Questions to consider in advance of the class

- What are the key factors influencing Ghosn's impact on Nissan in his first 100 days?
- What is the value of Ghosn's heavy reliance on the Cross-Functional Teams?
- What lessons can you draw from Ghosn's approach to change management at Nissan?
- How does Kotter's 8-step model inform your understanding of Ghosn's actions?
- How would you advise Ghosn on implementing Plan 180?

Assignment

- Complete Q4 Feedback Meeting (see pages 3 and 4) by class time.

Reading

- John W. Gardner, 1994. "The Road to Self-Renewal." *Stanford Alumni*, March, 32-35.

Questions to consider in advance of the class

- What do you want people to say about you as a leader 10 years from now?
- Given that desire, what comes next in your development as a leader?

Assignment

- Complete Final Paper (see page 6) by class time.

THE WHARTON TEAMWORK AND LEADERSHIP DEVELOPMENT EXPERIENCE

The Wharton teamwork and leadership development experience for the MBA first year is a broad mix of curricular, co-curricular, and extra-curricular experiences that occur throughout the year. The aim is to enable your awareness and abilities in teamwork and leadership.

MGMT 652 is the key *curricular* element: it opens your first year with a focus on teamwork and leadership behaviors; it concludes the year with a focus on leading others and your development plans for your summer internship experience and beyond. There are myriad opportunities for you to observe and practice teamwork and leadership skills throughout your time at Wharton.

MGMT 652 facilitates your personal development process at Wharton. The course supports you in your responsibility for your Learning Team development and performance assessment, culminating in your Team Analysis Project (TAP) Paper at the end of Q1. Overall through the year the course supports your learning of leadership behaviors, team dynamics, personal development goal-setting, action planning, and reflection on your experience and using team feedback throughout your first year, culminating in your Final Paper for the course at the end of your first year. These two threads are intertwined in the sense that your Learning Team is an important living case study for your practice of individual skills, and also a primary source of constructive feedback on your individual development performance; the most effective Learning Teams are a strong partnership mutually committed to the personal development of each member *and* to team effectiveness.