

The Wharton School of the University of Pennsylvania
Management 240: Group Dynamics
Fall 2009

Professor

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Teaching Assistants

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Goals

This course is offered only for first-time MGMT 100 TAs. The primary goals are to:

1. Enhance your capacity to perform as a MGMT 100 TA
2. Increase your knowledge of what makes groups work and how to apply it
3. Increase your knowledge of your strengths and areas for improvement as a team member

MGMT 240 is designed to help students learn by observing, facilitating, coaching, and leading teams. The professor, Stew Friedman, teaching assistants Andrew Stern and Wendy De La Rosa, and MGMT 240 students each play critical roles toward these ends.

Professor's Role

Professor Friedman is responsible for course design, administration, and implementation. This includes presenting course concepts, managing our schedule, leading classroom activities and discussions, demonstrating course concepts through simulations, and evaluating student performance. He aims to connect concepts to MGMT 100 TA experiences and the world beyond Wharton. He is available to meet with MGMT 240 students by appointment and generally responds promptly to e-mails. Professor Friedman solicits and responds to feedback from students and teaching assistants about how to continually improve our course.

Teaching Assistants' Role

Andrew and Wendy were directly involved in the preparation of the curriculum for this semester's version of our course. As MGMT 240 teaching assistants, they are responsible for evaluating students, leading in-class discussions of MGMT 100-related topics, and sharing experiences and insights about challenges students face at Wharton. They will work to ensure that students are aware of their performance through feedback about classroom participation and writing. Andrew and Wendy are responsible for monitoring student preparation for class necessary to maintain consistently high-quality classroom discussions. The TAs will deal with all MGMT 240 matters pertaining to the MGMT 100 TA community and the MGMT 100 program, and they jointly share all other administrative duties with Professor Friedman. As MGMT 240 TAs, Andrew and Wendy are also a resource for students on any MGMT 240-related issues; they are available to discuss course-related issues as needed. Please address any questions regarding our grading policy first to the TAs.

Students' Role

The main responsibility of MGMT 240 students is to be open to the lessons and experiences gained from our course in order to make it as valuable as possible. Students are expected to have completed all assigned readings and discussion questions prior to the day on which they are to be discussed. Consistent attendance at the scheduled time is essential. If a late arrival or absence from class is unavoidable, students are expected to notify the TAs in advance, obtain class notes from fellow students, and follow the posted guidelines for the missed class written assignment. Refer to page five for additional information pertaining to missed classes.

Required preparation includes completion of assigned readings and study questions; it is assumed that you have read the readings, completed the study questions, and are prepared to discuss the text when you arrive in class. Please note that the study questions, which may or may not be discussed in class, are intended to help you focus on the main topics of the assigned readings.

Students are to bring assigned readings and any other appropriate materials to class. Students are responsible for taking notes thorough enough to adequately update students who may have been unable to attend class that day. To earn credit, all assignments should be completed according to the directions given, and students are expected to revise and proofread their papers before submitting them online. Assignments are to be posted in the appropriate webCafé folder(s) prior to the start of the class in which they are due.

In addition to delivering thoughtful and perceptive written work, each student is expected to actively participate in classroom discussions and play a central role in the development of the leadership and facilitation skills of their classmates. This includes building relationships with the members of their learning team and other students in the class. Outside of class, students are expected to test and practice the skills and techniques learned in MGMT 240 during interactions with their MGMT 100 teams and other groups. Finally, students are expected to make full use of all of the resources available to them in the MGMT 240 class, including Professor Friedman, the TAs, and each other and to provide feedback intended to continually improve our course.

Action Plan

We use a variety of methods to achieve these objectives including action learning, peer coaching and feedback, books, articles, lectures, class dialogue, and written assignments designed to help you learn from your experience. The syllabus provides an initial plan for our work and may be revised based on emergent information about students' needs and interests.

Group Memberships

As a course member you work with three groups that are important sources for learning:

1. MGMT 100 student team for which you are a Team Advisor
2. MGMT 100 teaching team, with your MGMT 100 instructor and fellow TAs
3. MGMT 240 learning team (LT)

These groups are the foci of analysis and action throughout our course.

Materials

The required readings for the course include a bulkpack available for purchase at Wharton Reprographics and three books. The books are: Hackman, J. R., 2002, Leading Teams; Schwarz, R., 2004, The Skilled Facilitator; and Strunk and White, The Elements of Style. These books are available in the textbook department of the Penn Bookstore and should be purchased as soon as possible.

Grading

Your grade for this course is a function of your attendance, classroom contribution and participation, individual assignments, and learning team assignments.

There is no set curve or grading distribution in this section of MGMT 240. Grades for assignments will be posted to the Grade Book in webCafé. Feedback and comments will be posted in the appropriate student or team folder. TAs will provide a more complete assessment report to each student in the form of an individual feedback session mid-semester.

The grading breakdown for MGMT 240 will be as follows:

- 25% Class participation
- 30% Individual assignments
- 25% LT assignments
- 20% Initiative presentation and deliverables

Written Assignments

There are numerous written assignments that are to be posted in the designated webCafé folder(s) prior to the start of class on the date due. The score on each assignment will be determined by the TAs and instructor. Late assignments will not be accepted unless an emergency situation has come up.

Writing/ Presentation Rubric

This rubric provides five main criteria that should serve as guidelines when you work on your assignments for this course. Although the nature of each assignment is different, these five areas can be applied to each assignment; they serve as general requirements that the TAs will look for.

Critical Thinking

- Have a clear and thoughtful thesis
- Respond directly to all instructions
- Your thesis should be an argument supported by evidence, not merely an observation

Structure

- Have a clearly defined structure
- Include topic sentences that provide for easy transitions between paragraphs
- Your structure should parallel your thesis

Evidence

- Provide specific examples
- Utilize several examples from MGMT 240 lecture, bulkpack readings, from your role as a MGMT 100 TA, etc. (textual citations are encouraged)
- When quoting the bulkpack, summarizing the most important/relevant points and paraphrasing (in your own words) is suggested to show ownership of the material—in addition to providing important quotes

Language

- Be clear and concise
- For formal writing, contractions, colloquialisms, and qualifiers should be avoided
- Refrain from using certain phrases or verbs excessively
- For applicable assignments, creativity is encouraged

Grammar/Writing/Presentation

- Read your work aloud. This will help you catch spelling and grammar errors
- Stay within 10% of the word count and for presentations, within 10% of the time limit
- Follow the saving/ uploading format as outlined below

If you have questions, ask the TAs first, and then ask the instructor.

Please be specific when answering questions and completing assignments. The more you are able to detail your thoughts, the better positioned your peers will be to provide constructive feedback. Most assignments will be discussed in class.

Reading and commenting on classmates' assignments is encouraged to create an open and supportive learning environment. Experience shows that the more you learn about and contribute to others in the class, the more you learn about yourself.

Posting Format

- For all individual assignments, post one copy in your personal folder in the following format: yourlastname-assignmentnumber.doc (for example: Stern-A1.doc)
- For all learning team assignments, post one copy in your learning team's folder (for example, on Stew, Wendy, and Andrew's learning team: Friedman-De La Rosa-Stern-A1.doc)
- If an assignment requires that you write a note to a member of your learning team (for example, if Wendy is writing a note to Andrew) post the note in the recipient's personal folder (Andrew's folder in this case) using the following format: yourlastname-recipient'slastname-assignmentnumber.doc (e.g. De La Rosa-Stern-A1.doc). A compilation of Wendy's notes should then be posted in his folder using the file name: De La Rosa-A1.doc.
- Be sure you grant access to both open and edit each document to "Any member who can get to it" so that it may be reviewed and commented on by your classmates, TAs, and the instructor. Use the "access" button to ensure that your peers can read your work.

Class Contribution and Participation

Your class contribution grade will be based on both the quantity and quality of what you bring to our work in this class. Participation will be evaluated on a daily basis. Things that will figure in as part of your participation grade include:

- Class attendance and punctuality
- Demonstrating high quality contributions to performing learning team and class tasks
- Being prepared to analyze and discuss the course and TA material/issues
- Presenting your ideas in a way that others can understand
- Asking thoughtful questions
- Actively advancing the goals of MGMT 240
- Building future performance capacity in yourself and in others

Please note that simply attending class will not grant you full participation points, nor will rephrasing aforementioned information. Your contributions should be clear, concise, and offer ideas that will further our conversations. Comments that derail or take away from our collective learning will result in a reduction of participation credit.

The TAs will evaluate participation on a daily basis using a 0-3 scale. The description of the scale can be found below.

- 0- Absent
- 1- Present
- 2- Participated in accordance with the above criteria
- 3- Participated in an exemplary way

Assignment Deadlines and Missed Classes

Missing deadlines without prior notice is unacceptable. Half of a point will be deducted each day an assignment is late. If you think you might miss a deadline for an assignment, notify the TAs and instructor prior to the deadline to work out an arrangement if necessary.

If you must miss a class, contact at least two classmates about what was covered in that class period and then post a note within three days of the class to the webCafé folder entitled “Notes on Missed Classes” on what you understand to have been the main learning points of the session.

Anonymous MGMT 240 feedback e-mail account

There will be several rounds of anonymous teaching team feedback during class time this semester. Should you feel more comfortable providing anonymous feedback via e-mail, however, log into 240feedback@hotmail.com with the password management240 and send Stew, Andrew and/or Wendy an e-mail from this account. The MGMT 240 teaching team values honest, focused, and actionable feedback.

Fall 2009 Course Schedule

Please note: SF stands for The Skilled Facilitator and LT stands for Leading Teams

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| <p>Class 0</p> <p>Sunday September 6, 2009</p> <p>Contracting and Ground Rules</p> | <p>Goals:</p> <ul style="list-style-type: none"> Clarify role with your MGMT 100 team as TA Understand the essentials of effective group facilitation Learn the skills to contract appropriately with your MGMT 100 team | <p>Readings: <u>SF</u> Ch. 5; <u>SF</u> Ch. 13</p> <p>Study Questions:</p> <ul style="list-style-type: none"> SF chapter 5 <ol style="list-style-type: none"> What ground rules would you establish for your MGMT 100 team? How would you relay Schwarz's ground rules to your MGMT 100 team? SF chapter 13 <ol style="list-style-type: none"> What will you offer to your MGMT 100 team when you contract with them and what will you ask from them in return? |
| <p>Class 1</p> <p>Thursday September 10, 2009</p> <p>Introductions</p> | <p>Goals:</p> <ul style="list-style-type: none"> Get an overview of course goals and performance expectations Establish MGMT 240 learning teams Discover what you have learned so far about your MGMT 100 team <p>Assignment: A1</p> <p>Food LT: LT 1</p> | <p>Readings: MGMT 100 Syllabus, MGMT 240 Syllabus, <u>SF</u> Ch.1, <u>Elements of Style</u> (read entire book and reference throughout the semester), <i>Bulpack Article "Say It With Presentations"</i></p> <p>Study Questions:</p> <ul style="list-style-type: none"> SF chapter 1 <ol style="list-style-type: none"> How is your role as a TA different from the facilitator role as Schwarz envisions it? What core values will underlie your role as a facilitator for your MGMT 100 team? |
| <p>Class 2</p> <p>Tuesday September 15, 2009</p> <p>Facilitation Basics</p> | <p>Goals:</p> <ul style="list-style-type: none"> Clarify role with your MGMT 100 team as TA Understand the essentials of effective group facilitation Introduce the mutual learning model <p>Food LT: LT 2</p> | <p>Readings: <u>SF</u> Ch. 3; <u>SF</u> Ch. 4</p> <p>Study Questions:</p> <ul style="list-style-type: none"> SF chapter 3 <ol style="list-style-type: none"> What are the key differences between basic and developmental facilitation? Which facilitation role(s) do you think best fits your role as a TA? SF chapter 4 <ol style="list-style-type: none"> What is the mutual learning model and how is it different from the unilateral learning model? |
| <p>Class 3</p> <p>Thursday September 17, 2009</p> <p>Group Effectiveness and Group Development</p> | <p>Goals:</p> <ul style="list-style-type: none"> Understand what makes groups work Connect theory about effective groups to your MGMT 100 team Recognize areas in which your MGMT 100 team requires your support Identify the differences between the facilitator and coaching roles <p>Food LT: LT 3</p> | <p>Readings: <u>SF</u> Ch. 2; <u>LT</u> Preface, <u>LT</u> Ch. 1</p> <p>Study Questions:</p> <ul style="list-style-type: none"> SF chapter 2 <ol style="list-style-type: none"> How can you help transform your MGMT 100 team from a working group to an effective group? How are you limited in your MGMT 100 TA role to modify group context, group structure, or group process? LT Preface <ol style="list-style-type: none"> What are the five conditions that foster team effectiveness and which condition will be the hardest for you to foster as a TA? LT chapter 1 <ol style="list-style-type: none"> What are three qualities exemplified by the best work teams and how can you ensure that your students understand these qualities? |

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| <p>Class 4</p> <p>Tuesday September 22, 2009</p> <p>Diagnosis and Intervention Basics</p> | <p>Goals:</p> <ul style="list-style-type: none"> Learn how to diagnose team behaviors that affect performance Develop and test strategies to intervene Understand contextual clues to decide when and how to intervene Be introduced to and grow confident in using the DIC <p>Food LT: LT 4</p> | <p>Readings: <u>SF</u> Ch. 6; <u>SF</u> Ch. 7</p> <p>Study Questions:</p> <ul style="list-style-type: none"> SF chapter 6 <ol style="list-style-type: none"> Which of the six steps of the Diagnosis-Intervention Cycle (DIC) have you been using to this point, and which had you not previously considered? SF chapter 7 <ol style="list-style-type: none"> When should you not intervene with your MGMT 100 team? How might you be able to apply the DIC outside of MGMT 100 to improve your relationships and performance as a team member? |
| <p>Class 5</p> <p>Thursday September 24, 2009</p> <p>Diagnosis and Intervention Basics</p> | <p>Goals:</p> <ul style="list-style-type: none"> Learn how to diagnose team behaviors that affect performance Develop and test strategies to intervene Understand contextual clues to decide when and how to intervene Be introduced to and grow confident in using the DIC <p>Assignment: A2</p> <p>Food LT: LT 5</p> | <p>Readings: <i>Bulkpack Article “Verbal Techniques- What to Say: Nonverbal Techniques- What to Do”</i> Bulkpack article “50 Minutes to Make a Decision”</p> <p>Study Questions:</p> <ul style="list-style-type: none"> “Verbal Techniques- What to Say: Nonverbal Techniques- What to Do” <ol style="list-style-type: none"> What can you say and/or what actions can you take to encourage active listening? How can you use these techniques to help you use the DIC? |
| <p>Class 6</p> <p>Tuesday September 29, 2009</p> <p>Stew Story Time</p> | <p>Goals:</p> <ul style="list-style-type: none"> Learn about Dr. Friedman’s unique background and areas of interest <p>Food LT: LT 6</p> | |
| <p>Class 7</p> <p>Thursday October 1, 2009</p> <p>Building Social Capital</p> | <p>Goals:</p> <ul style="list-style-type: none"> Understand social capital and the reciprocity principle Help classmates achieve their goals Connect social capital gains to success in the working world <p>Assignment: Come prepared with a question</p> <p>Food LT: LT 7</p> | <p>Reading: <i>Bulkpack Article “What is Social Capital, and Why Should You Care About It?”</i></p> <p>Study Questions:</p> <ul style="list-style-type: none"> “What is Social Capital and Why Should You Care About It?” <ol style="list-style-type: none"> Though we will be discussing social capital in MGMT 240, what do you consider to be this concept’s application to your MGMT 100 team? Is it unethical to cultivate and maintain a network? Why or why not? |
| <p>Class 8</p> <p>Tuesday October 6, 2009</p> <p>Real Teams and Compelling Direction</p> | <p>Goals:</p> <ul style="list-style-type: none"> Identify what makes a real team Understand the value of purpose and direction Develop strategies for providing adequate direction to MGMT 100 teams <p>Assignment: A3</p> <p>Food LT: LT 8</p> | <p>Readings: <u>LT</u> Ch. 2; <u>LT</u> Ch. 3</p> <p>Study Questions:</p> <ul style="list-style-type: none"> LT chapter 2 <ol style="list-style-type: none"> When should you be on the lookout for under-use and inappropriate overuse of authority by your MGMT 100 team? Differentiate between manager-led, self-managing, self-designing, and self-governing teams. Which most resembles your MGMT 100 team? Why? LT chapter 3 <ol style="list-style-type: none"> Describe the three features of a compelling direction. As a TA, which of the three tradeoffs associated with setting direction do you think you will struggle the most? Why? |

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| <p>Class 9</p> <p>Thursday October 8, 2009</p> <p>Enabling Structure</p> | <p>Goals:</p> <ul style="list-style-type: none"> • Employ textual knowledge to improve the design of MGMT 240 • Analyze and propose improvements in the design of your MGMT 240 teams • Identify the structural support and limitations of your MGMT 100 team <p>Assignment: A4; Sign-up for a one-on-one meeting with Andrew or Wendy on webCafé after class</p> <p>Food LT: LT 2</p> | <p>Reading: LT Ch. 4 Study Questions:</p> <ul style="list-style-type: none"> • LT chapter 4 <ol style="list-style-type: none"> 1. How can you help your team's members to work through the anti-learning temptations they may experience during MGMT 100? 2. What is your role in helping the team establish its core and secondary norms of conduct? |
| <p>Class 10</p> <p>Tuesday October 13, 2009</p> | <p style="text-align: center;">NO CLASS ENJOY YOUR DAY OFF!</p> | |
| <p>Class 11</p> <p>Thursday October 15, 2009</p> <p>Groups in Context – Power Exercise</p> | <p>Goals:</p> <ul style="list-style-type: none"> • Experience how power and power perceptions affect inter-group dynamics • Understand how power impacts leadership and teamwork <p>Food LT: LT 1</p> | <p>Reading: Bulkpack Article “Foster Collaboration” Study Questions:</p> <ul style="list-style-type: none"> • “Foster Collaboration” <ol style="list-style-type: none"> 1. How can you begin to create a climate of trust within your MGMT 100 team? 2. How can you demonstrate compassion and care for your MGMT 100 team |
| <p>Class 12</p> <p>Tuesday October 20, 2009</p> <p>Diagnosis and Intervention Strategy</p> | <p>Goals:</p> <ul style="list-style-type: none"> • Gain a greater understanding of how the DIC is applied by professionals • Recognize different intervention methods <p>Assignment: Come prepared with a question for Roger Schwarz</p> <p>Food LT: LT 3</p> | <p>Readings: SF Ch. 8; SF Ch. 9 Study Questions:</p> <ul style="list-style-type: none"> • SF chapter 8 <ol style="list-style-type: none"> 1. How can the strategies presented in this chapter be used to enhance your learning team's effectiveness? <ul style="list-style-type: none"> • SF chapter 9 <ol style="list-style-type: none"> 1. Has your MGMT 100 team been using the ground rules set at the beginning of the semester as the basis for self-facilitation? If not, how can you change this? 3. Did your learning team set ground rules? If not, why not? If so, has your MGMT 240 learning team been acting consistently with the ground rules it set? |
| <p>Class 13</p> <p>Thursday October 22, 2009</p> <p>Feedback: Emotions in Group Life</p> | <p>Goals:</p> <ul style="list-style-type: none"> • Learn how emotions affect group dynamics • Analyze emotional dynamics in your MGMT 100 and MGMT 240 teams <p>Assignment: Sign up on webcafe for A7</p> <p>Food LT: LT 4</p> | <p>Reading: SF Ch. 12 Study Questions:</p> <ul style="list-style-type: none"> • SF chapter 12 <ol style="list-style-type: none"> 1. How can you help your MGMT 100 team members to recognize the emotions that affect team performance? 2. What positive emotions can you bring to your role in MGMT 100? In MGMT 240? |
| <p>Class 14</p> <p>Tuesday October 27, 2009</p> <p>Coaching Others to Give and Receive Feedback</p> | <p>Goals:</p> <ul style="list-style-type: none"> • Learn how to coach others to give and receive feedback • Prepare to coach your MGMT 100 students to use their peer feedback • Understand strategies to approach one-on-one feedback sessions with your MGMT 100 students <p>Food LT: LT 5</p> | <p>Reading: Bulkpack Article “Communication and Deliberate Feedback” Study Questions:</p> <ul style="list-style-type: none"> • “Communication and Deliberate Feedback” <ol style="list-style-type: none"> 1. How can this article help you give your one-on-one feedback session? 2. What do you expect will be your biggest challenge during your one-on-one feedback session and how are you planning on handling it? |

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| <p>Class 15</p> <p>Thursday October 29, 2009</p> <p>Using Feedback to Improve Performance</p> | <p>Goals:</p> <ul style="list-style-type: none"> Learn more about how to give and receive feedback to improve performance Understand the dilemmas in balancing evaluation and development <p>Assignment: A5 (also print compilation of notes and bring to class)</p> <p>Food LT: LT 6</p> | <p>Readings: <i>Bulkpack Article “Coaching Others to Accept Feedback,” LT Ch. 5</i></p> <p>Study Questions:</p> <ul style="list-style-type: none"> “Coaching Others to Accept Feedback” <ol style="list-style-type: none"> What is your role in your students’ “quick wins?” How can you help your students produce a specific change goal? LT chapter 5 <ol style="list-style-type: none"> What feasible reward system can you establish with your MGMT 100 team? In what skill set do you think your MGMT 100 team could benefit from an educational system (e.g. business writing)? |
| <p>Class 16</p> <p>Tuesday November 3, 2009</p> <p>Conflict or Collaboration</p> | <p>Goals:</p> <ul style="list-style-type: none"> Realize the value of creating relationships built on trust Identify sources of support for collaboration in MGMT 100 and 240 Realize points of conflict within MGMT 240 <p>Assignment: A6</p> <p>Food LT: LT 7</p> | |
| <p>Class 17</p> <p>Thursday November 5, 2009</p> <p>Expert Coaching</p> | <p>Goals:</p> <ul style="list-style-type: none"> Identify what makes coaching useful Assess potential coaching opportunities for your MGMT 100 students Learn to coach and be coached <p>Assignment: A7</p> <p>Food LT: LT 8</p> | <p>Reading: <i>LT Ch. 6</i></p> <p>Study Questions:</p> <ul style="list-style-type: none"> LT chapter 6 <ol style="list-style-type: none"> How could you apply the morning routine of Xerox customer service teams to your MGMT 100 team? How does Hackman’s group context, group structure, or group process compare to Schwarz’s (in chapter 2)? |
| <p>Class 18</p> <p>Tuesday November 10, 2009</p> <p>Learning from MBAs</p> | <p>Goals:</p> <ul style="list-style-type: none"> Draw lessons from MBAs about what they have learned about leading teams Identify differences in group dynamics between the scholastic and work worlds <p>Assignment: A8</p> <p>Food LT: LT 1</p> | |
| <p>Class 19</p> <p>Thursday November 12, 2009</p> <p>Flex Day</p> | <p>Goals: TBD</p> <p>Assignment: Come prepared to give a quick overview of your A9 deliverable; come prepared to discuss any questions or concerns you have about your A9 deliverable</p> <p>Food LT: LT 2</p> | |
| <p>Class 20</p> <p>Tuesday November 17, 2009</p> <p>Leading Change</p> | <p>Goals:</p> <ul style="list-style-type: none"> Inform the class about your learning team initiative Solicit feedback from classmates about your learning team initiative <p>Assignment: A9.1</p> <p>Food LT: LT 3</p> | |

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| <p>Class 21</p> <p>Thursday November 19, 2009</p> <p>Leading Change</p> | <p>Goals:</p> <ul style="list-style-type: none"> • Inform the class about your learning team initiative • Solicit feedback from classmates about your learning team initiative <p>Assignment: A9.1</p> <p>Food LT: LT 4</p> | |
| <p>Class 22</p> <p>Tuesday November 24, 2009</p> | <p style="text-align: center;">NO CLASS ENJOY YOUR THANKSGIVING BREAK!</p> | |
| <p>Class 23</p> <p>Tuesday December 1, 2009</p> <p>Leading Change</p> | <p>Goals:</p> <ul style="list-style-type: none"> • Shape the future of the MGMT 100/MGMT 240 experience by proposing systematic changes as introduced in the learning team initiatives • Present your learning team initiative report to Dr. Greenhalgh and members of the MGMT 100 executive board <p>Assignment: A9.2</p> <p>Food LT: LT 5</p> | |
| <p>Class 24</p> <p>Thursday December 3, 2009</p> <p>Building Teams</p> | <p>Goals:</p> <ul style="list-style-type: none"> • Demonstrate mastery of <u>The Skilled Facilitator</u> and <u>Leading Teams</u> • Identify lessons learned about our course's performance and process <p>Food LT: LT 6</p> | |
| <p>Class 25</p> <p>Tuesday December 8, 2009</p> <p>Using Feedback to Improve Performance</p> | <p>Goals:</p> <ul style="list-style-type: none"> • Learn more about how to give and receive feedback to improve performance • Understand the dilemmas in balancing evaluation and development <p>Assignment: A10 (also print compilation of notes and bring to class)</p> <p>Food LT: LT 7</p> | |
| <p>Class 26</p> <p>Thursday December 10, 2009</p> <p>Graduation</p> | <p>Goals:</p> <ul style="list-style-type: none"> • Review course objectives and synthesize lessons learned • Identify how has the course impacted you <p>Assignment: A11</p> <p>Food LT: LT 8</p> | |

Assignments

All assignments should be posted in your personal or learning team webCafé folder prior to the start of class on the due date. Refer to the bottom of page four for information relating to the posting of documents. Double space your work unless otherwise noted.

| Assignment | Due Date | Individual or Learning Team | Description | Points |
|------------|-------------------|-----------------------------|---|--------|
| A1 | Thursday Sept. 10 | Individual | <p>Enumerate your responses for each item below. This information speeds up the introduction process and offers some insight about you to your peers. Please include:</p> <ul style="list-style-type: none"> • Full name and, in parenthesis, name you would like to be called • E-mail address and cell phone number • Describe your dream job. (1 short paragraph) • Describe a hero of yours. What do you admire about this person? (1 short paragraph) • What are your goals for this course? Develop your goals with reference to each of the three groups that we will be a focus of this class. (1 paragraph) • What should others in our course know about you to that will help us motivate you throughout the course? (1 paragraph) • What 2-3 aspects of your style and skills as a team player would you like feedback on from others in our course? (1 paragraph) <p>*This assignment must be completed to be eligible earn participation points for Thursday's class</p> | 0 |
| A2 | Thursday Sept. 24 | Learning Team | <p>Analyze and apply the Diagnosis Intervention Cycle steps to the "50 Minutes to Make a Decision" case study. Describe how you would handle the situation as a TA facilitator observing the meeting. Pick two instances in which it would be most appropriate to intervene. Justify your choices and include a step-by-step analysis of your progression through the Diagnosis Intervention Cycle. Indicate your assumptions about the group's existing ground rules and contracting in this analysis.</p> <p>This deliverable will be in a presentation format of your choice (i.e. PowerPoint, skit, play, musical etc.). Please limit your presentation to five minutes.</p> <p>In addition, state your interventions and reasons for interventions in an outline format. Please limit your outline to 500 words.</p> | 10 |
| A3 | Tuesday Oct. 6 | Individual | <p>Use the concepts from <u>Leading Teams</u> (chapters 2 and 3) to analyze your MGMT 100 teams. Identify where they have fallen short with regard to embodying the qualities of a real team and having a compelling direction. Finally, indicate how you can begin to address these shortcomings. This analysis should not surpass 750 words.</p> | 5 |
| A4 | Thursday Oct. 8 | Learning Team | <p>Use the concepts from <u>Leading Teams</u> (chapters 2, 3, and 4) to analyze the MGMT 240 class. Identify the changes that could be made to best meet the needs of new TAs and convey relevant applications of group dynamics. Provide descriptive diagnostics (what do you see that works and doesn't work?) and prescriptive practices (how should the areas of improvement be addressed?). Be honest and descriptive.</p> <p>This deliverable will be in a presentation format of your choice (i.e. PowerPoint, skit, play, musical etc.) detailing your improvements. Please limit your presentation to five minutes.</p> | 10 |

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| A5 | Thursday Oct. 29 | Individual | <p>Write a personalized two-page double-spaced narrative to each member of your learning team on their strengths and areas for improvement based on performance in contributing to course goals, drawing on group work as well as class simulations, role-plays, and other interactions. Address what he or she has asked for feedback on (in A1) as well as other areas you think are important. Be sure to follow the guidelines for effective feedback given in the readings and provide a balance of both strengths and opportunities for improvement.</p> <p>Post each note in the recipient's personal folder on webCafé as well as a compilation of all notes that you wrote in your personal folder. Nothing should be put in the learning team folder.</p> <p>Finally, please send an e-mail to Andrew Stern (using subject: A5) answering this question for each of your learning teammates: Has [insert each learning team member's name here] demonstrated basic teamwork proficiency worthy of a MGMT 100 TA? There are three acceptable answers: "no," "too early to tell," and "yes." Here's how your e-mail could look:</p> <p style="text-align: center;">LT member 1 name – yes LT member 2 name – no</p> <p>Note that you are only evaluating your teammates' teamwork proficiency, not your own. Also note that no explanation should accompany your evaluation; simply list "no," "too early to tell," or "yes" next to the team member's name. In order to pass MGMT 240, at least one of your teammates must give you a "yes" in response to this question in A10.</p> | 5 |
| A6 | Tuesday Nov. 3 | Individual | <p>Write a self-analysis feedback note using the same guidelines for A5. Reflect on your strengths and areas for improvement in the first part of the course and the feedback you received from your team. Update the members of your learning team about the new areas of feedback that you desire. In your analysis create an action plan detailing how you will continue working with your team, and how you will work on your weaknesses and improve your strengths. Please limit your response to 500 words.</p> | 5 |
| A7 | Thursday Nov. 5 | Individual | <p>Directly observe a classmates' meeting with his or her MGMT 100 team during a normally scheduled recitation or presentation rehearsal. Assess the team in regards to their performance process and indicate potential opportunities for the TA to apply the principles of chapters 5 and 6 in <u>Leading Teams</u> to their group. Be sure to use the readings thus far to guide your diagnoses of group dynamics and effectiveness as well as suggestions for coaching. Summarize your observations and analysis in 500 words.</p> | 5 |
| A8 | Tuesday Nov. 10 | Learning Team | <p>Each learning team member should schedule a time to sit down and converse with an MBA candidate. This conversation should focus on group dynamics, working in groups, real world experiences, and facilitation. Have the following questions in mind during your interview:</p> <ul style="list-style-type: none"> • What are the most relevant principles from the MGMT 240 class in the working world? In the MBA curriculum? In other life experiences? • Where do you see people applying the principles learned in MGMT 240 in business or other post-collegiate settings? • How do you see yourself using course concepts outside in the future, and how will the strategies or your application of the strategies differ from those used at Wharton? • How might this interview inform your work as a MGMT 100 TA? <p>Once all of the interviews have been completed, meet as a team and prepare a 750-word response detailing your respective conversations and their application to your roles as MGMT 100 TAs.</p> | 5 |

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| A9.1 | Tuesday Nov. 17 and Thursday Nov. 19 | Learning Team | <p>Prepare a 15-minute presentation (including Q & A) that will inform the rest of the class about your learning team initiative. You and your team should decide how long you would like to present and how much time you would like to reserve for Q & A; these two components should add to no more than 15 minutes. While this session should be fun and humorous, it needs to be grounded in the concepts we've studied this semester. Consider conducting additional research outside of MGMT 240 to bolster support for your idea. Following your presentation, members of other learning teams will provide you with feedback and ask any questions they may have.</p> <p>After class, assign one learning team member to update the project summary table posted on webCafé. The text you provide will be distributed to Dr. Greenhalgh and members of the MGMT 100 executive board before your final presentation on December 1, 2009 (A9.2).</p> | 10 |
| A9.2 | Tuesday Dec. 1 | Learning Team | <p>Using your presentation (A9.1) as a foundation, create a teaching tool that presents your area of focus in a creative and interesting manner. The final deliverable must address your topic and provide specific suggestions for implementation. Think of this tool being used in the MGMT 100 and MGMT 240 communities in future years. Be specific with your suggested implementation in order to make this tool as useful as possible for the next generation. Your presentation to Dr. Greenhalgh and members of the MGMT 100 executive board will last no more than five minutes, and will be followed by a two-minute Q&A period.</p> | 10 |
| A10 | Tuesday Dec. 8 | Individual | <p>Write a two-page double-spaced narrative to each of the members of your learning team on strengths and areas for improvement based on performance in contributing to course goals, drawing from various group interactions. Address what he or she has asked for feedback on as well as any other areas you think are important. Pay special attention to changes that have been made since the last feedback session (A6) and follow the same guidelines outlined therein. How have they followed their action plan? If not, why not? If so, how so?</p> <p>Please also send an e-mail to Wendy De La Rosa (using subject: A10) answering this question for each of your learning teammates: Has [insert each learning team member's name here] demonstrated basic teamwork proficiency worthy of a MGMT 100 TA? There are two acceptable answers: "no" and "yes." Here's how your e-mail could look:</p> <p style="text-align: center;">LT member 1 name – yes LT member 2 name – yes</p> <p>Note that you are only evaluating your teammates' teamwork proficiency, not your own. Also note that no explanation should accompany your evaluation; simply list "no" or "yes" next to the learning team member's name. In order to pass MGMT 240, at least one of your teammates must give you a "yes."</p> | 5 |
| A11 | Thursday Dec. 10 | Individual | <p>Describe what you have learned this semester about groups and your skills in contributing to their success. Draw on course concepts and your experiences throughout the last few months in MGMT 100 and MGMT 240. Consider revisiting the feedback your learning team members have given you and identifying your progress toward these ends. Include a paragraph at the conclusion indicating ideas for building on strengths and dealing with areas for improvement in the design and implementation of MGMT 240. Bring a copy to the last class session for reference. Limit your essay to 1,250 words.</p> | 5 |