

Management 100: Leadership and Communication in Groups
The Wharton School, University of Pennsylvania
Professors Greenhalgh, Maxwell, and Myers
Fall 2009

*“Leadership is at its best when the vision is strategic,
the voice persuasive, the results tangible”*
Michael Useem, The Leadership Moment

Course Description

Design: Management 100 provides occasions to strengthen your ability to exercise leadership through service, to speak and write persuasively, and to work collaboratively with a diverse group of individuals. By the end of the term, you will forge relationships with members of your team and section and also have a greater sense of your individual strengths and opportunities for personal development.

Delivery: Nine sections or cohorts of approximately 60 students are scheduled this fall. Attached to each section are six recitations. Your recitation determines your project team. Whether you are in lecture participating in role plays or simulations, in recitation doing impromptu speeches, or out in the field working on your project, Management 100 is highly interactive and participative. The hallmark of the course is experiential learning.

Projects: Over the course of the year, Wharton undergraduates complete nearly 70 field projects through Management 100. In the fall, freshmen participate in community service projects, a good number supplied by the United Way; in the spring, upper level students work on consulting projects sponsored by Wharton’s Small Business Development Center (SBDC). The field projects—whether community service or consulting—provide an excellent opportunity for you to develop your skills, participate in a high performance team, and contribute to the greater community. Although the time does vary from week to week and project to project, each team member should plan to spend three hours a week outside of class on project work.

As you complete your project, please note that University policies bar fundraising as the primary objective of any project. You can raise seed money in order to do your projects, but you cannot solicit fellow students in their College Houses or University buildings. Moreover, students should not solicit Wharton alumni or corporations. Thank you!

Research: All of the projects require that you do some exploratory research in order to answer such fundamental questions as *who, what, when, where, why, and how*. More specifically, you will want to learn about your client in particular, your client’s organization, the family of organizations to which your client belongs, the proposed activity, the population your client serves, and the fundamental issue your client’s organization addresses. Meeting your client’s needs and your project’s objectives will require that each team complete some *primary and secondary research (such as interviewing and reading articles)*. Assistance with the research component of your project is available from the Lippincott Library: lippinco@wharton.upenn.edu; (215) 898-5924.

Team Advisors (TAs): Your Management 100 TA will facilitate your group, advise you on the scope of your project and your relationship with your client. Your TA will give you guidance on assignments in the course. Your TA is your mentor for the semester and beyond, if you choose.

Management 100 TAs are the heart of Wharton. In the spring, professionals from The Wellynn Group, LLC, assist the TAs and help teams manage project content and scope.

webCafé: Every section of Management 100 has a corresponding e-room or webCafé that fosters anytime/ anywhere learning, team development, and the use of new technologies to enhance curriculum. Check webCafé daily for team updates and faculty announcements.

Materials: Course materials include a required course pack made up of readings, some recommended by former students in the course, and several recommended texts: *Economical Writing*, *The Business Writer's Handbook*, and *Say It With Presentations*. You can access your readings on line and purchase a hard copy at Wharton Reprographics. You can buy the recommended texts at the University of Pennsylvania Book Store. A limited number of handouts and on-line instructional materials (such as the Temperament Sorter) will be charged to your bursar account.

Academic Practice: During the course of the semester, you will be representing your team, the Wharton School, and the University of Pennsylvania. As a representative of the University, your behavior and conduct, including academic, must be exemplary. In accordance with the University's code on academic conduct, prohibited activities include cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, and unfair advantage. If you are unsure if an action constitutes a violation, please refer to the code and consult with your instructor: <http://www.vpul.upenn.edu/osl/acadint.html>.

Assessment, Evaluation & Grading: Since Management 100 is highly interactive and experiential, attendance in lectures and recitations is mandatory. More than three un-excused absences will have a negative impact on your individual performance evaluation and grade. Instructors do not grant incompletes, and grade books are closed once grades are posted.

Management 100 puts equal weight (50%/ 50%) on individual work and on team work. Moreover, the ability to exercise leadership (as an individual and as a team) amounts to 45% of your final grade; speaking skills (individual and team), 40%; and individual writing skills, 15%. Since communication is such an important leadership skill, professional consultants will assist in the assessment of your status report. See the chart on the next page for a summary of assignments, evaluation, and grading.

In order to achieve consistency of evaluation and grading across teams, the *grades are standardized on assignments in which the TA is the lead evaluator and grader* (namely, leadership portfolios and performance reviews). Moreover, in order to achieve consistency across sections, the *grade distribution* in each cohort is as follows: Typically, 30% of students earn A or A-, 60% of students earn B+, B, or B-, and no more than 10% of students earn C+ or below. In determining percentages, instructors take into account student performance in the context of both the class and the team and look for natural breaks. Since one of the main objectives of the course is building high performance teams, Management 100 instructors set you up for success and expect you to do well.

Summary of Assignments, Evaluation, and Grading							
Individual Work	Assignment	Due Date	Lead Evaluator(s)	% Points	Sub-Totals		
Writing	Images of Leadership	9.10.09	Team Advisor	3%	15%	50%	
	Team Case Analysis	10.15.09	Team Advisor	5%			
	Tagging and Retagging Images of Leadership	9.10.09	Team Advisor	7%			
		9.22.09					
		9.29.09					
		10.06.09					
		10.15.09					
10.20.09							
10.27.09							
11.10.09							
Speaking	Status Report	10.22.09 10.19.09 11.05.09 11.12.09 11.19.09	Communication Consultant & Instructor	15%	15%		
Leadership	First Performance Review	10.20.09	Team Advisor & Instructor	5%	20%		
	Second Performance Review	12.10.09	Team Advisor & Instructor	15%			
Team Work	Assignment	Due Date	Lead Evaluator(s)	% Points	Sub Totals		
Speaking	Client Presentation	12.03.09	Instructor	15%	25%	50%	
	Team Presentation	12.08.09	Instructor	10%			
Leadership	First Team Performance Review	10.20.09	Client, Team Advisor & Instructor	10%	25%		
	Second Team Performance Review	12.10.09	Client, Team Advisor & Instructor	15%			

Monday	Tuesday	Wednesday	Thursday	Friday
9/7 Labor Day	9/8	9/9 Recitations Team meeting	9/10 Images of Leadership <i>IOL due ~ Post and tag</i>	9/11 Recitations Team meeting
9/14 Recitations Team meeting	9/15 Leadership and Service <ul style="list-style-type: none"> Drucker, <i>What business can learn from non-profits</i> Team Case, <i>Ten minutes to make a decision</i> Project Presentations	9/16 Recitations Project Ranking	9/17 LOST! Group Survival <ul style="list-style-type: none"> Surowiecki, <i>The wisdom of crowds</i> Cascades <i>Temperament Sorter due</i>	9/18 Recitations Project Ranking
9/21 Recitations Project Rankings	9/22 Vision, Mission, Value <ul style="list-style-type: none"> Senge, <i>The leaders' new work</i> Drucker, <i>What is our mission?</i> Lencioni, <i>Make your values mean something</i> Egg Exercise <i>VIA Survey of Character Strengths due :</i> http://www.authentichappiness.sas.upenn.edu/Default.aspx <i>IOL ~ Retag as strength</i>	9/23 Recitations Client Meeting	9/24 Responsible Leadership <ul style="list-style-type: none"> Bagley, <i>The ethical leader's decision tree</i> Seglin, <i>How to make tough ethical calls</i> HBS, <i>Professionals' quandaries</i> Ethical quandaries	9/25 Recitations Client Meeting

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9/28 Recitations Client Meeting	9/29 Leadership Temperaments <ul style="list-style-type: none"> Keirsey, <i>Temperament and Character</i> Ancona, Malone, Orlikowski, and Senge, Excerpt from <i>In praise of the incomplete leader</i> Temperament Sorter <i>IOL ~ Retag as temperament</i>	9/30 Recitations Drafting your Email/ Letter of Engagement	10/1 Differences Matter <ul style="list-style-type: none"> Rosenzweig, <i>National culture and management</i> HBS Case, <i>Karen Leary</i> Karen Leary Role Plays	10/2 Recitations Drafting your Email/ Letter of Engagement
10/5 Recitations Drafting your Email/ Letter of Engagement	10/6 Leadership Behaviors <ul style="list-style-type: none"> Waterman and Rogers, <i>Introduction to the FIRO-B instrument</i>; FIRO-B Goldsmith, Excerpt from <i>What got you here won't get you there</i> Team Cases, <i>Safeguards, Can't write today, You can do the typing</i> <i>Email/ Letter due</i> <i>IOL~ Retag as behavior</i>	10/7 Recitations Research Basics Van Pelt Library Class of 1955 Conference Room (room 241)	10/8 Writing Skills <ul style="list-style-type: none"> Shipley and Schwalbe, <i>How to write (the perfect) email</i> Brusaw, Alred, and Oliu, <i>The Business writer's handbook</i> McCloskey, <i>Economical writing</i> <i>Draft Team Case due</i> <i>Posted on webCafé</i>	10/9 Recitations Research Basics Van Pelt Library Class of 1955 Conference Room (room 241)

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10/12 Recitations Research Basics Van Pelt Library Class of 1955 Conference Room (room 241) <i>Edit of Team Case due Post on webCafé</i>	10/13 Speaking Skills <ul style="list-style-type: none"> • Zelazny, <i>Say it with presentations</i> • Alley and Neeley, <i>A Case for sentence headlines and visual evidence</i> 	10/14 Recitations Presentation Skills	10/15 Team Consultations <ul style="list-style-type: none"> • McFarland, <i>Leadership and learning: The Art of asking questions</i> • Goldsmith, <i>The One skill that separates</i> • HBS Note, <i>Managing interpersonal feedback</i> <i>Individual Case Analysis due Post on webCafé</i>	10/16 Recitations Presentation Skills
10/19 Fall Break No Recitations	10/20 Leadership Styles <ul style="list-style-type: none"> • Goleman, <i>Leadership that gets results</i> • Useem, <i>Introduction: The Leadership moment; Eugene Kranz returns Apollo 13 to earth</i> Apollo 13 Video Clips <i>Performance Reviews due</i> <i>IOL ~ Retag as styles</i> <i>Evening Status Report Rehearsals.</i>	10/21 Recitations Project Work	10/22 First Round Status Reports	10/23 Recitations Project Work

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10/26 Recitations Presentation Skills	10/27 Negotiation Styles <ul style="list-style-type: none"> • Shell, <i>The first foundation; A note on your personal negotiation style</i> • Thomas and Kilmann, <i>Conflict mode instrument</i> Negotiation Exercise <i>IOL ~ Retag as negotiation styles</i> <i>Evening Status Report Rehearsals</i>	10/28 Recitations Group Sculptures	10/29 Second Round Status Reports	10/30 Recitations Group Sculptures
11/2 Recitations Group Sculptures	11/3 Making Teams Work <ul style="list-style-type: none"> • Katzenbach and Smith, <i>The Discipline of teams</i> • Wetlaufer, <i>The Team that wasn't</i> Team Fitness Test <i>Evening Status Report Rehearsals</i>	11/4 Recitations Feedback Session	11/5 Third Round Status Reports	11/6 Recitations Feedback Session

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11/9 Recitations Feedback Session	11/10 High Performance <ul style="list-style-type: none"> McCann and Margerison, <i>High-performance teams</i> High Performance Team Exercise <i>IOL ~ Retag as work roles</i> <i>Evening Status Report Rehearsals</i>	11/11 Recitations Project Work	11/12 Fourth Round Status Reports	11/13 Recitations Project Work
11/16 Recitations Project Work	11/17 Hot Groups <ul style="list-style-type: none"> Leavitt and Lipman-Blumen, <i>Hot groups</i> 3-D Tic Tac Toe <i>Evening Status Report Rehearsals</i>	11/18 Recitations Feedback Session	11/19 Fifth Round Status Reports	11/20 Recitations Feedback Session

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11/23 Recitations Feedback Session	11/24 Feedback, Coda ▪ Goldsmith, <i>Building the future: Try feedforward instead of feedback</i>	11/25 Recitations Project Wrap Up	11/26 Thanksgiving Break!	11/27 Enjoy!
11/30 Recitations Project Wrap Up <i>Evening Rehearsal for Practice Presentation</i>	12/1 Practice Presentation <i>Draft of Slide Deck Due</i>	12/2 Recitations Project Wrap Up <i>Evening Rehearsal for Client Presentation</i>	12/3 Client Presentation <i>Thank You Letter Due</i>	12/4 Recitations TA Wrap Up
12/7 Recitations TA Wrap Up <i>Evening Rehearsal for Team Presentation</i>	12/8 Team Presentation	12/9 Recitations TA Wrap Up	12/10 Review and Evaluation <i>Performance Reviews due</i>	12/11
12/14 End of Year Event Irvine Auditorium <i>6:00 p.m. Program</i> President's Home <i>8:30 p.m. Holiday Party</i>	12/15	12/16	12/17	12/18

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