

Management 100: Leadership and Communication in Groups
The Wharton School, University of Pennsylvania
Professors Greenhalgh, Maxwell, and Myers
Spring 2011

“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 strong relationships with team members and also have a greater sense of your individual strengths and opportunities for development.

Delivery: 12 sections of approximately 60 students are scheduled each year (nine in the fall; three in the spring). Attached to each section are six recitations. Your recitation assignment 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.

In short, Management 100 is “upside down, backwards, and high touch.” The course is upside down because the project team experience is the primary text of the class. The course is backwards because you will “take the test first and then study”—in other words, you will go out into the world, meet with your clients, work on your projects, and then return to the classroom and reflect on what happened and on what you would do the same or differently. The course is high touch because you will roll up your sleeves and complete a task, but you must also build strong relationships with each other and your client.

Projects: Over the course of the year, Management 100 teams complete more than 70 field projects. In the fall, freshmen participate in community service projects, a good number supplied by the United Way; in the spring, upper level transfer and dual degree 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, build a high performance team, and contribute to the greater community.

A note to freshmen: The descriptions posted in webCafé provide an outline of each project. When you meet with your client and draft your letter of engagement, you will refine your project’s purpose and scope. Keep in mind that successful projects are:

- **Inspiring.** Seize the opportunity to make a real contribution to the mission of the organization, and you will draw the most out of your team members and project experience.
- **Concrete and creative.** Build some structure into your project but leave room for creativity.
- **Challenging.** You and your teammates need to shoulder responsibility and contribute to the success of your project. Although the time commitment varies from week to week, expect to spend three hours a week over a 10 week period—for a total of 300 hours per team per project!
- **Achievable.** Your service project is challenging, but the goals are achievable within a ten-week period from mid-September until late November.

- **Steady.** Your client contact is set, but you may need to exercise some flexibility—client contacts and the terms of the project may change for reasons outside of your control. Change may be inevitable. How you navigate change is more important than whether or not it occurs.
- **Within reach.** Your project takes place within the greater Philadelphia area. Most sites are accessible by public transportation.
- **Mutually accountable and satisfying.** A solid working relationship between your team and your client will make the semester to go well. Contact your client at least once a week. Be responsive and accessible.

A note to upper level students: Your consulting project is an external communications audit—a thorough accounting of an organization’s external communications with its various stakeholders. Focus your audit on three broad areas:

- **A Portfolio Review** is a critical analysis of an organization’s current communications material in all media (print, electronic, broadcast, Internet). A portfolio review looks at issues of content, design, effectiveness, readability, and professionalism.
- **Competitor Research** focuses on an organization’s key competitors. How are competitors communicating with their stakeholders? How does your client’s business compare?
- **Voice of Customer** research reveals how customers perceive your client’s communications. Are current messages and distribution channels effective? Do customers understand the message(s) you client is communicating? How do customers want to be communicated with? What media and messages would be most effective?

Your audit will include both primary research (original research developed specifically for your client’s business and customers) and secondary research (a review of pre-existing analysis of industry trends, standards, and best practices). Assistance with the research component of your project is available from the Lippincott Library: lippinco@wharton.upenn.edu; (215) 898-5924.

The finished audit includes an analysis of the Portfolio Review, Competitor Research, and Voice of Customer; identification of the business’s strengths, weaknesses, and opportunities in external communications; and recommendations for improvement.

A note to all students about the stewardship of your project:

- Once you meet with your client, you will need to **write a letter of engagement** and email it to your client. Your letter shows your client that you understand his or her needs, gives a realistic appraisal of the scope of your undertaking so that you can deliver what you promise, and specifies a time frame for project completion.

To write an effective letter:

- ❖ Put the purpose and scope of your project in the first paragraph.
- ❖ Outline what your team plans to do.
- ❖ Back your plan with specifics. Provide an action plan, complete with individual responsibilities and a timetable.
- ❖ If applicable, include a projected budget. Does your project require transportation? If so, negotiate transportation details with your client ahead of time and include this figure in your projected budget.
- ❖ Confirm your commitment, your accessibility and responsiveness.
- ❖ Write your letter in a professional manner.

- Once you have come to an agreement with your client, you will need to **compose and maintain a work plan**, a detailed version of your letter's action plan, and post it on webCafé. You must update your work plan each week and send a weekly email to your client. Copy your team, TA and your professor (if requested) so that they can appreciate your progress.
- Once your project is underway, be sure to **follow all University policies and procedures**. For example, if you are a team of freshmen planning an event on campus (holding a concert, securing artists, reserving rooms, and so on), consult the Office of Student Affairs Activity Manual <http://www.vpul.upenn.edu/osa/manual/index.html>. See your project folder in webCafé for more details.
- **If you need funds to complete your project**,
 - ❖ Work with your client to see if he or she can cover some of the costs of your projected budget.
 - ❖ Hold a modest fundraiser, but keep in mind that University policies prohibit you from soliciting funds directly.
 - ❖ Request additional financial support for project-related expenses according to the following instructions. With advance approval, you may receive funding for expenditures at the following two vendors: Campus Copy and the Penn Bookstore. All expenditures of \$50 or less require the advance approval of Aviva Hirschfeld Legatt (Aviva@wharton.upenn.edu). Other expenditures (such as travel) or those greater than \$50 require advance approval from Anne M. Greenhalgh ("Dr. G."), Director of the Undergraduate Leadership Program (greenhaa@wharton.upenn.edu). Again, see your project folder in webCafé for more details.

Advisors and Consultants: 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 also give you guidance on assignments in the course. The **Communication Consultant** assigned to your section will assist in the evaluation of your status report. In the spring, **Project Consultants** from The Wellynn Group, LLC, will serve as an invaluable resource to you, helping you manage project scope and complete the communication audit. Teams that stay in close contact with their project consultant typically perform at a higher level than those who miss this opportunity.

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 previews of the week.

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 purchase your readings on line and request to pick up a 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 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 instructors work closely with TAs to ensure that no recitation has an unfair advantage over another. They also work closely together at the end of the term to make sure that grades are distributed similarly across lectures. In determining percentages of letter grades within lectures, instructors take into account student performance in the context of the class and the team.

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. The course provides a lot of support—from fellow teammates, your TA, consultants, client, and instructor. Keep in mind that your final grade is a composite portrait of a wide range of grades: The course 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%. See the next page for a summary chart of assignments, evaluation, and grading on the next page.

Summary of Assignments, Evaluation, and Grading

<i>Individual Work</i>	<i>Assignment</i>	<i>Due Date</i>	<i>Lead Evaluator(s)</i>	<i>% Points</i>	<i>Sub-Totals</i>	
Writing & Reading	Images of Leadership	Jan. 13	Team Advisor	2%	15%	50%
	Team Case Analysis	Feb. 22	Team Advisor	10%		
	Tagging Images of Leadership	Jan. 27 Feb. 3 Feb. 10 March 1 March 15 March 29	Team Advisor	3%		
Speaking	Status Report	Feb. 24 March 3 March 17 March 24 March 31	Communication Consultant & Instructor	15%	15%	
Leadership	First Performance Review	Feb. 17	Team Advisor & Instructor	5%	20%	
	Second Performance Review	April 26	Team Advisor & Instructor	15%		
<i>Team Work</i>	<i>Assignment</i>	<i>Due Date</i>	<i>Lead Evaluator(s)</i>	<i>% Points</i>	<i>Sub Totals</i>	
Speaking	Client Presentation	April 19 or April 21	Instructor	25%	25%	50%
Leadership	First Team Performance Review	Feb. 17	Client, Team Advisor & Instructor	10%	25%	
	Second Team Performance Review	April 26	Client, Team Advisor & Instructor	15%		

Monday	Tuesday	Wednesday	Thursday	Friday
1/10	1/11	1/12 Contracting with your TA	1/13 Images of Leadership <i>IOL due ~ Post and tag</i>	1/14 Contracting with your TA
1/17 Martin Luther King, Jr. Holiday Contracting with your TA (TBC)	1/18 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> Client Presentations	1/19 Recitations Project Ranking	1/20 LOST! Group Survival <ul style="list-style-type: none"> • Surowiecki, <i>The Wisdom of Crowds</i> Cascades <i>Temperament Sorter Due</i>	1/21 Recitations Project Ranking
1/24 Recitations Project Ranking	1/25 Project Consultant Presentation SBDC Conflict of Interest and Professional Behavior Statements due Getting started	1/26 Recitations Client Meeting	1/27 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 VIA Survey of Character Strengths due: <i>http://www.viasurvey.org</i> Enter code: RCMX001 <i>IOL ~ Tag Strength</i>	1/28 Recitations Client Meeting

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1/31 Recitations Client Meeting	2/1 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	2/2 Recitations Drafting your email/ letter of engagement	2/3 Leadership Temperaments <ul style="list-style-type: none"> • Keirse, <i>Temperament and Character</i> • Ancona, Malone, Orlikowski, and Senge, Excerpt from <i>In praise of the incomplete leader</i> Temperament Sorter <i>IOL ~ Tag Temperament</i>	2/4 Recitations Drafting your email/ letter of engagement
2/7 Recitations Drafting your email/ letter of engagement	2/8 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 <i>Letter of Engagement & Work Plan Drafts Due</i>	2/9 Recitations Research Basics Secondary Research Van Pelt Library Glossberg Seminar Room (room 247)	2/10 Leadership Behaviors <ul style="list-style-type: none"> • Waterman and Rogers, <i>Introduction to the FIRO-B instrument</i>; FIRO-B • Team Cases, <i>Safeguards, Can't write today, You can do the typing</i> <i>IOL~ Tag Behavior</i>	2/11 Recitations Research Basics Secondary Research Van Pelt Library Glossberg Seminar Room (room 247)

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<p>2/14 Recitations Research Basics Secondary Research Van Pelt Library Glossberg Seminar Room (room 247)</p>	<p>2/15 Writing Skills</p> <ul style="list-style-type: none"> • Brusaw, Alred, and Oliu, <i>The Business writer's handbook</i> • McCloskey, <i>Economical writing</i> (supplementary text) <p><i>Draft of Team Case due</i></p>	<p>2/16 Recitations Presentation Skills</p>	<p>2/17 Speaking Skills</p> <ul style="list-style-type: none"> • Morgan, <i>How to become an authentic speaker</i> • Alley and Neeley, <i>A Case for sentence headlines and visual evidence</i> <p><i>Edit of Team Case due</i></p> <p><i>First Individual and Team Performance Reviews due</i></p>	<p>2/18 Recitations Presentation Skills</p>
<p>2/21 Recitations Presentation Skills</p> <p><i>Status Report Rehearsals</i></p>	<p>2/22 Team Consultations</p> <ul style="list-style-type: none"> • Goldsmith, <i>The One skill that separates</i> • HBS Note, <i>Managing interpersonal feedback</i> <p><i>Case Analysis due</i></p> <p><i>Self-Portrait due to TA</i></p>	<p>2/23 Recitations Group Sculptures</p>	<p>2/24 First Round of Status Reports</p>	<p>2/25 Recitations Group Sculptures</p>

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3/21 Recitations 360 Feedforward <i>Status Report Rehearsals</i>	3/22 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	3/23 Recitations 360 Feedforward	3/24 Fourth Round of Status Reports	3/25 Recitations 360 Feedforward
3/28 Recitations 360 Feedforward <i>Status Report Rehearsals</i>	3/29 High Performance Teams <ul style="list-style-type: none"> McCann and Margerison, <i>High-performance teams</i> High Performance Team Exercise <i>IOL ~ Tag Work Role</i>	3/30 Recitations 360 Feedforward	3/31 Fifth Round of Status Reports	4/1 Recitations 360 Feedforward
4/4 Recitations 360 Feedforward <i>Practice Presentation Rehearsal</i>	4/5 Practice Presentation <i>Draft of Slide Deck due</i>	4/6 Recitations Project Work <i>Practice Presentation Rehearsal</i>	4/7 Practice Presentations <i>Draft of Slide Deck due</i>	4/8 Recitations Project Work

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4/11 Recitations Project Work	4/12 Hot Groups <ul style="list-style-type: none"> Leavitt and Lipman-Blumen, <i>Hot groups</i> 	4/13 Recitations Project Work	4/14 Feedback, Coda <ul style="list-style-type: none"> Goldsmith, <i>Building the future: Try feedforward instead of feedback</i> 3-D Tic Tac Toe	4/15 Recitations Project Work
4/18 Recitations Project Work <i>Client Presentation Rehearsal</i>	4/19 Client Presentations <i>Thank You Letters Due</i>	4/20 Recitations TA Wrap Up <i>Client Presentation Rehearsal</i>	4/21 Client Presentations <i>Thank You Letters Due</i>	4/22 Recitations TA Wrap Up
4/25 Recitations TA Wrap Up	4/26 Review and Evaluation Second Individual and Team Performance Reviews due	4/27	4/28 <i>Self-Portrait Due to TA</i>	4/29

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