

***Management 100: Leadership and Communication in Groups***  
***The Wharton School, University of Pennsylvania***  
***Professors Greenhalgh, Maxwell, and Myers***  
***Spring 2012***

*“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). Depending on the semester, each lecture has five or six corresponding 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, supported by readings and classroom activities and discussion. The course is backwards because you will “take the test first and then study”—in other words, you will go out into the community, 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 need to roll up your sleeves and complete a task, and 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 team, and contribute to the greater community.

***A note to freshmen:*** The descriptions posted on Canvas 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.** Make a real contribution to the mission of your client’s organization.
- **Challenging.** Under-promise and over-deliver on project objectives.
- **Achievable.** 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.
- **Open.** Put some structure into the way you execute your project but make room for creativity.
- **Spontaneous.** Be flexible. Your client contact and project scope can change for reasons outside of anyone’s control. Showing resilience is critical to your success.

- **Within reach.** Access your project site by foot, car, taxi, or public transportation. All projects take place within the greater Philadelphia area.
- **High contact.** Build a solid relationship with your team and client. Contact your client at least once a week. Be responsive and accessible. Ask the same of your client.

***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.** Analyze your 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.** Explore your organization’s key competitors. How are competitors communicating with stakeholders? How does your client’s communication compare?
- **Voice of Customer.** Research how customers perceive your client’s communications. Are current messages and distribution channels effective? Do customers understand the message(s) your 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 analyses 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](mailto:lippinco@wharton.upenn.edu); (215) 898-5924.

The finished audit provides an analysis of the Portfolio Review, Competitor Research, and Voice of Customer, identifies strengths and weaknesses, and suggests opportunities for improvement.

***A note to all students about the stewardship projects:***

- **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.
  - ❖ Draw an action plan; sketch individual responsibilities and include a timetable.
  - ❖ Confirm your commitment, your accessibility and responsiveness.
  - ❖ Write your letter in a professional manner.
- **Once you and your client have agreed upon the letter of engagement, create a work plan,** a detailed version of your letter’s action plan. 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).
- **Project a budget. A lab fee of \$20 per student will go towards covering miscellaneous project expenses.** Send your projected budget to your client for review. Cover expenses by:
  - ❖ Working with your client to see if he or she can offset some of the costs.
  - ❖ Requesting support (approximately \$200) for the cost of supplies from the Penn Book Store, transportation to and from the project site, and photocopying at Campus Copy. All expenditures of \$50 or less require approval in advance from Aviva Hirschfeld Legatt

(Aviva@wharton.upenn.edu). Expenditures greater than \$50 require approval in advance from Dr. Anne M. Greenhalgh (greenhaa@wharton.upenn.edu).

- **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>.

**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. 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 external communication audit. Teams that stay in close contact with their project consultant typically perform at a higher level than those who miss this opportunity.

**Materials:** Course materials include a required course pack and two recommended books: *Economical Writing* and *The Business Writer's Handbook*. You can purchase your course pack online at *study.net* and request to pick up a copy at Wharton Reprographics. You can buy the books at the University of Pennsylvania Book Store. A limited number of handouts and on-line instructional materials (such as the Hogan Career Report) 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 actions leading to unfair advantage. If you are unsure if an action constitutes a violation, please refer to the code and consult with your instructor: <http://www.upenn.edu/academicintegrity/>.

**Assessment, Evaluation & Grading:** Since Management 100 is highly interactive and experiential, class attendance is mandatory. More than three un-excused absences will have a negative impact on your individual performance evaluation and final 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—whether from fellow teammates, your TA, consultants, client, or instructor. The course also puts equal weight (50%/ 50%) on individual work and on team work. The better your team performs, the better you will do as an individual in the course. Keep in mind that your final grade is a composite portrait of a wide range of individual and group grades that are snapshots of your demonstrated ability to exercise leadership (45%) and to speak and write persuasively (40% and 15%, respectively). See the summary chart of assignments, evaluation, and grading below.

*Summary of Assignments, Evaluation, and Grading*

<i>Individual Performance</i>	<i>Assignment</i>	<i>Due Date</i>	<i>Lead Evaluator(s) in order of priority</i>	<i>% Points</i>	<i>Sub-Totals</i>	
Writing	Images of Leadership	Jan 12	Team Advisor	2%	15%	50%
	Tagging Images of Leadership	Jan 12 Jan 31 Feb 14 March 13 March 20 April 10	Team Advisor	3%		
	Individual Case Analysis	Feb 28	Team Advisor	10%		
Speaking	Status Report	Feb 23 March 1 March 15 March 22 March 29	Instructor & Team Advisors	15%	15%	
Leadership	First Performance Review	Feb 15	Team Advisor & Instructor	5%	20%	
	Second Performance Review	April 20	Team Advisor & Instructor	15%		
<i>Team Performance</i>	<i>Assignment</i>	<i>Due Date</i>	<i>Lead Evaluator(s) in order of priority</i>	<i>% Points</i>	<i>Sub Totals</i>	
Speaking	Client Presentation	April 17 April 19	Instructor, Team Advisor, & Client	25%	25%	
Leadership	First Team Performance Review	Feb 15	Instructor, Client, & Team Advisor	10%	25%	50%
	Second Team Performance Review	April 20	Instructor, Client, & Team Advisor	15%		

Monday	Tuesday	Wednesday	Thursday	Friday
1/9	1/10	1/11 <b>Recitation</b> Contracting with your TA	1/12 <b>Images of Leadership</b>  <i>Image and essay due ~ Post and tag</i>	1/13 <b>Recitation</b> Contracting with your TA
1/16 <b>Martin Luther King, Jr. Holiday</b>  Contracting with your TA (TBA )	1/17 <b>Leadership through Service</b> <ul style="list-style-type: none"> <li>• Drucker, <i>What business can learn from non-profits</i></li> <li>• Team Case, <i>Ten minutes to make a decision</i></li> </ul>	1/18 <b>Recitations</b> Project Ranking	1/19 <b>Synergistic Decision Making</b> <ul style="list-style-type: none"> <li>• Surowiecki, <i>The wisdom of crowds</i></li> </ul>	1/20 <b>Recitations</b> Project Ranking
1/23 <b>Recitations</b> Project Ranking	1/24 <b>Getting Started on Your Project</b>  <i>SBDC Conflict of Interest and Professional Behavior Statements due</i>  <i>Hogan Personality Inventory due</i>	1/25 <b>Recitations</b> Client Meeting	1/26 <b>Vision, Mission, and Value</b> <ul style="list-style-type: none"> <li>• Senge, <i>The leaders' new work</i></li> <li>• Drucker, <i>What is our mission?</i></li> <li>• Lencioni, <i>Make your values mean something</i></li> </ul>	1/27 <b>Recitations</b> Client Meeting

Monday	Tuesday	Wednesday	Thursday	Friday
1/30 <b>Recitations</b> Client Meeting	1/31 <b>Building on Strengths</b> <ul style="list-style-type: none"> <li>Seligman, <i>Building resilience</i></li> <li>Roberts, Spreitzer, Dutton, Quinn, Heaphy, and Barker, <i>How to play to your strengths</i></li> </ul> <p><b>Character Strengths due:</b>  <a href="https://www.viame.org/www/getyourviameprofile.aspx">https://www.viame.org/www/getyourviameprofile.aspx</a>  <b>Enter: RCMX008</b></p> <p><b>IOL ~ Select Strength</b></p>	2/1 <b>Recitations</b> Meeting with your Project Consultant	2/2 <b>Making the Most of Differences</b> <ul style="list-style-type: none"> <li>Rosenzweig, <i>National culture and management</i></li> <li>HBS Case, <i>Karen Leary</i></li> </ul>	2/3 <b>Recitations</b> Meeting with your Project consultant
2/6 <b>Recitations</b> Meeting with your Project Consultant	2/7 <b>Leadership Potential</b> <ul style="list-style-type: none"> <li>Knowledge@Wharton, <i>Analyzing effective leaders:: Why extraverts are not always the most successful bosses</i></li> <li>Ancona, Malone, Orlikowski, and Senge, Excerpt from <i>In praise of the incomplete leader</i></li> <li>Hogan Personality Inventory, <i>Career Report</i></li> </ul>	2/8 <b>Recitations</b> Research Basics Secondary Research Van Pelt Library Glossberg Seminar Room (room 247)	2/9 <b>Leading Responsibly</b> <ul style="list-style-type: none"> <li>Bazerman and Tenbrunsel, <i>Ethical Breakdowns</i></li> <li>HBS, <i>Professionals' quandaries</i></li> </ul> <p><b>Draft Email/ Letter of Engagement due</b></p>	2/10 <b>Recitations</b> Research Basics Secondary Research Van Pelt Library Glossberg Seminar Room (room 247)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>2/13  <b>Recitations</b>            Research Basics            Secondary Research            Van Pelt Library            Glossberg Seminar Room            (room 247)</p>	<p>2/14  <b>Leadership Behaviors</b></p> <ul style="list-style-type: none"> <li>• Waterman and Rogers, <i>Introduction to the FIRO-B instrument</i>; FIRO-B</li> <li>• Team Cases, <i>Safeguards, Can't write today, You can do the typing</i></li> </ul> <p><b><i>IOL~ Select Interpersonal Behavior</i></b></p>	<p>2/15  <b>Recitations</b>            Impromptu Speaking</p> <p><b><i>Strength-Based Performance Review due (Individual and Team)</i></b></p>	<p>2/16  <b>Presentation Skills</b></p> <ul style="list-style-type: none"> <li>• Morgan, <i>How to become an authentic speaker</i></li> <li>• Alley and Neeley, <i>A Case for sentence headlines and visual evidence</i></li> </ul>	<p>2/17  <b>Recitations</b>            Impromptu Speaking</p> <p><b><i>Self-Portrait due to TA</i></b></p>
<p>2/20  <b>Recitations</b>            Impromptu Speaking</p> <p><b><i>Status Report Rehearsals</i></b></p>	<p>2/21  <b>Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Brusaw, Alfred, and Oliu, <i>The Business writer's handbook</i></li> <li>• McCloskey, <i>Economical writing</i> (supplementary text)</li> </ul> <p><b><i>Draft of Team Case due</i></b></p>	<p>2/22  <b>Recitations</b>            Group Sculptures</p>	<p>2/23  <b>First Round Status Reports</b></p> <p><b><i>Edit of Team Case Due</i></b></p>	<p>2/24  <b>Recitations</b>            Group Sculptures</p>



Monday	Tuesday	Wednesday	Thursday	Friday
3/19 <b>Recitations</b> 360 Feedforward  <i>Status Report Rehearsals</i>	3/20 <b>Negotiation Styles</b> <ul style="list-style-type: none"> <li>• Shell, <i>The first foundation; A note on your personal negotiation style</i></li> <li>• Thomas and Kilmann, <i>Conflict mode instrument</i></li> </ul> <i>IOL ~ Select Negotiation Style</i>	3/21 <b>Recitations</b> 360 Feedforward	3/22 <b>Fourth Round Status Reports</b>	3/23 <b>Recitations</b> 360 Feedforward
3/26 <b>Recitations</b> 360 Feedforward  <i>Status Report Rehearsals</i>	3/27 <b>Making Teams Work</b> <ul style="list-style-type: none"> <li>• Katzenbach and Smith, <i>The Discipline of teams</i></li> <li>• Wetlaufer, <i>The Team that wasn't</i></li> <li>• <i>Team Fitness Test</i>, if requested</li> </ul>	3/28 <b>Recitations</b> 360 Feedforward	3/29 <b>Fifth Round Status Reports</b>	3/30 <b>Recitations</b> 360 Feedforward
4/2 <b>Recitations</b> 360 Feedforward  <i>Practice Presentation Rehearsal</i>	4/3 <b>Practice Presentation</b>  <i>Draft of Slide Deck due</i>	4/4 <b>Recitations</b> Project Work  <i>Practice Presentation Rehearsal</i>	4/5 <b>Practice Presentations</b>  <i>Draft of Slide Deck due</i>	4/6 <b>Recitations</b> Project Work

Monday	Tuesday	Wednesday	Thursday	Friday
4/9 <b>Recitations</b> Project Work	4/10 <b>High Performance</b> <ul style="list-style-type: none"> <li>• McCann and Margerison, <i>High-performance teams</i></li> </ul> <i>IOL ~ Select Work Role</i>	4/11 <b>Recitations</b> Project Work	4/12 <b>Feedback, Coda</b>	4/13 <b>Recitations</b> Project Work
4/16 <b>Recitations</b> Project Work  <i>Client Presentation Rehearsal</i>	4/17 <b>Client Presentations</b>  <i>Thank You Letters Due</i>	4/18 <b>Recitations</b> TA Wrap Up  <i>Client Presentation Rehearsal</i>	4/19 <b>Client Presentations</b>  <i>Thank You Letters Due</i>	4/20 <b>Recitations</b> TA Wrap Up  <i>Strength-Based Performance Review due (Individual and Team)</i>
4/23 <b>Recitations</b> TA Wrap Up  <i>Self-Portrait Due to TA</i>	4/24 <b>Review and Evaluation</b>	4/25	4/26	4/27

**Management 100: Leadership and Communication in Groups**  
**Table of Contents**

**The Wharton School**  
**University of Pennsylvania**  
**Spring 2012**

1. Drucker, *What business can learn from non-profits*
2. *Team Case, Ten minutes to make a decision*
3. Surowiecki, Excerpt from *The wisdom of crowds*
4. Simulation, *Cascades*
5. Senge, Excerpt from *The leader's new work*
6. Drucker, *What is our mission?*
7. Lencioni, *Make your values mean something*
8. Seligman, *Building resilience*
9. Roberts, Spreitzer, Dutton, Quinn, Heaphy, and Barker, *How to play to your strengths*
10. Rosenzweig, *National culture and management*
11. HBS Case, *Karen Leary*
12. Knowledge@Wharton, *Analyzing effective leaders: Why Extraverts are not always the most successful bosses,*
13. Ancona, Malone, Orlikowski, and Senge, Excerpt from *In praise of the incomplete leader*
14. Bazerman and Tenbrunsel, *Ethical Breakdowns*
15. HBS, *Professionals' quandaries*
16. Waterman and Rogers, Excerpt from *Introduction to the FIRO-B instrument*
17. Survey, *FIRO-B*
18. Team Cases: *Safeguards, Can't write today, You can do the typing*
19. Morgan, *How to become an authentic speaker*
20. Alley and Neeley, *A case for sentence headlines and visual evidence*
21. Brusaw, Alfred, and Oliu, Excerpt from *The Business writer's handbook*
22. Goldsmith, *The one skill that separates*
23. HBS note, *Managing interpersonal feedback*
24. Goldsmith, *Building the future: Try feedforward Instead of feedback*
25. Goleman, *Leadership that gets results*
26. Useem, *Introduction: The Leadership moment; Eugene Kranz returns Apollo XIII to earth*
27. Shell, *The first foundation: Your bargaining style; A note on your personal negotiation style*
28. Thomas and Kilmann, *Conflict mode instrument*
29. Katzenbach and Smith, *The discipline of teams*
30. Wetlaufer, *The team that wasn't*
31. McCann and Margerison, *High-performance teams*