

***Management 100: Leadership and Communication in Groups***  
***The Wharton School, University of Pennsylvania***  
***Professors Greenhalgh, Maxwell, and Oliver***  
***Spring 2013***

*“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 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 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 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 team 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.** Plan to spend three hours a week over a 10 week period for a total of 300 hours per team per project.
- **Creative.** Structure the way you execute your project but leave room for creativity.
- **Flexible.** Show resilience. Your project can change for reasons outside of anyone’s control.
- **Accessible.** Access your project site by foot, taxi, or public transportation.
- **Responsive.** Contact your client at least once a week. Build strong relationships with your client and team.

***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.

Your audit will cover 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 also 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 of 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 and your TA.
- **Project a budget for review and approval by your client.** Work with your client to see if he or she can offset some of the cost of completing your project. You can also request funds for supplies from the Penn Book Store, transportation to and from the project site, and photocopying at Campus Copy. **All expenditures require advance approval: under \$100, email Tia Dorsey ([dorseyt@wharton.upenn.edu](mailto:dorseyt@wharton.upenn.edu)); over \$100, email Dr. Anne M. Greenhalgh ([greenhaa@wharton.upenn.edu](mailto:greenhaa@wharton.upenn.edu)).** A lab fee of \$15 per student goes towards funding miscellaneous project expenses.
- **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 neglect 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 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 required. Unexcused 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 team and the class.

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, and 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 how well you demonstrated leadership as an individual and as a team (50%) and presented yourself in speaking and writing assignments (40% and 10%, respectively). See the summary chart of assignments, evaluation, and grading below.

Summary of Assignments, Evaluation, and Grading									
Individual Speaking (15 points)		Due Date	Points		Team Speaking (25 points)		Due Date	Points	
	First Round Status Reports	2/21	15			Practice Presentation	4/2 or 4/4	25	
	Second Round Status Reports	2/28				Client Presentation	4/16 or 4/18		
	Third Round Status Reports	3/14							
	Fourth Round Status Reports	3/21				<b>Team Leadership (25 points)</b>	<b>Due Date</b>	<b>Points</b>	
	Fifth Round Status Reports	3/28				First Team Performance Review and	2/20 at 11:59 p.m.		
						Team Portrait	3/1 at 11:59 p.m.	10	
						Second Team Performance Review and	4/19 at 11:59 p.m.		
<b>Individual Leadership (25 points)</b>		<b>Due Date</b>	<b>Points</b>						
	First Individual Performance Review and	2/20 at 11:59 p.m.	10			Team Portrait	4/23 at 11:59 p.m.	15	
	Self Portrait	2/22 at 11:59 p.m.							
	Second Individual Performance Review and	4/19 at 11:59 p.m.	15			<b>Team Writing</b>	<b>Due Date</b>		
	Self Portrait	4/23 at 11:59 p.m.				Draft Email/ Letter of Engagement	2/7		
						Final Email/ Letter of Engagement	2/12		
<b>Individual Writing Assignments (10 points)</b>		<b>Due Date</b>	<b>Points</b>			Draft Team Case Study	2/18 at 11:59 p.m.		
	Image of Leadership Essay and Initial Tags	1/9 at 11:59 p.m.	2.5			Edit Team Case Study	2/20 at 11:59 p.m.		
	Tagging Strength	1/28 at 11:59 p.m.	0.5						
	Tagging Interpersonal Behavior	2/11 at 11:59 p.m.	0.5			<b>Team Exercises</b>	<b>Due Date</b>		
	Tagging Leadership Style	3/11 at 11:59 p.m.	0.5			Team Image of Leadership	1/10 at 11:59 p.m.		
	Tagging Negotiation Style	3/18 at 11:59 p.m.	0.5			Cascades	1/22 at 11:59 p.m.		
	Tagging Work Role	4/8 at 11:59 p.m.	0.5			Egg Exercise	1/24 at 11:59 p.m.		
	Individual Case Analysis (Memo)	2/25 at 11:59 p.m.	5			Character Strengths	1/29 at 11:59 p.m.		
						Team Personality Portrait	2/5 at 11:59 p.m.		
						FIRO-B	2/12 at 11:59 p.m.		
						Group Sculptures	2/20, 2/22, or 2/25 at 11:59 p.m.		
						Negotiation Styles	3/19 at 11:59 p.m.		
						Team Fitness Test	3/26 at 11:59 p.m.		
						Team Management Wheel	4/9 at 11:59 p.m.		

Monday	Tuesday	Wednesday	Thursday	Friday
1/7	1/8	1/9 <b>Recitation</b> Contracting with your TA  <i>Image and essay due ~ Post and tag</i>	1/10 <b>Images of Leadership</b> <ul style="list-style-type: none"> <li>Maxwell and Greenhalgh, <i>Images of leadership: A new exercise to teach leadership from a social constructionist perspective</i></li> </ul>	1/11 <b>Recitation</b> Contracting with your TA
1/14 <b>Recitation</b> Contracting with your TA	1/15 <b>Leadership through Service</b> <ul style="list-style-type: none"> <li>Drucker, <i>What business can learn from non-profits</i></li> <li>Pompilio, The Real World</li> <li>Team Case, <i>Ten minutes to make a decision</i></li> </ul>	1/16 <b>Recitations</b> Project Ranking	1/17 <b>Getting Started on Your Project</b>  <i>SBDC Conflict of Interest and Professional Behavior Statements due</i>	1/18 <b>Recitations</b> Project Ranking
1/21 <b>Martin Luther King, Jr. Holiday</b> Project Ranking (TBA)	1/22 <b>Synergistic Decision Making</b> <ul style="list-style-type: none"> <li>Surowiecki, <i>The wisdom of crowds</i></li> </ul> <i>Hogan Personality Inventory due</i>	1/23 <b>Recitations</b> Client Meeting	1/24 <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>	1/25 <b>Recitations</b> Client Meeting



Monday	Tuesday	Wednesday	Thursday	Friday
2/11 <b>Recitations</b> Meeting with your Project Consultant           <i><b>IOL~ Select Interpersonal Behavior</b></i>	2/12 <b>Leadership Behaviors</b> <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</i>, <i>Can't write today</i>, <i>You can do the typing</i></li> </ul> <i><b>Final Email/ Letter of Engagement due</b></i>	2/13 <b>Recitations</b> Research Basics Secondary Research Van Pelt Library Glossberg Seminar Room (room 247)	2/14 <b>Presentation Skills</b> <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>	2/15 <b>Recitations</b> Research Basics Secondary Research Van Pelt Library Glossberg Seminar Room (room 247)
2/18 <b>Recitations</b> Research Basics Secondary Research Van Pelt Library Glossberg Seminar Room (room 247)  <i><b>Status Report Rehearsals</b></i>  <i><b>Draft of Team Case due</b></i>	2/19 <b>Writing Skills</b> <ul style="list-style-type: none"> <li>Brusaw, Alred, and Oliu, <i>The Business writer's handbook</i></li> <li>Greenhalgh, <i>Case Method Teaching as Science and Art</i></li> <li>McCloskey, <i>Economical writing</i> (supplementary text)</li> </ul>	2/20 <b>Recitations</b> Group Sculptures     <i><b>Strength-Based Performance Review due (Individual and Team)</b></i>  <i><b>Edit of Team Case Due</b></i>	2/21 <b>First Round Status Reports</b>	2/22 <b>Recitations</b> Group Sculptures     <i><b>Individual Self-Portrait due</b></i>

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2/25 <b>Recitations</b> Group Sculptures  <i>Status Report Rehearsals</i>  <i>Case Analysis due</i>	2/26 <b>Team Consultations</b> <ul style="list-style-type: none"> <li>Goldsmith, <i>The One skill that separates</i></li> <li>HBS Note, <i>Managing interpersonal feedback</i></li> <li>Goldsmith, <i>Building the future: Try feedforward instead of feedback</i></li> </ul>	2/27 <b>Recitations</b> Project Work	2/28 <b>Second Round Status Reports</b>	3/1 <b>Recitations</b> Project Work  <i>Team Self-Portrait due</i>
3/4 <b>NO</b>	3/5 <b>CLASS</b>	3/6 <b>SPRING</b>	3/7 <b>BREAK</b>	3/8 <b>ENJOY</b>
3/11 <b>Recitations</b> Project Work  <i>Status Report Rehearsals</i>  <i>IOL ~ Select Leadership Style</i>	3/12 <b>Leadership Styles</b> <ul style="list-style-type: none"> <li>Goleman, <i>Leadership that gets results</i></li> <li>Useem, <i>Introduction: The Leadership moment; Eugene Kranz returns Apollo 13 to earth</i></li> </ul>	3/13 <b>Recitations</b> 360 Feedforward	3/14 <b>Third Round Status Reports</b>	3/15 <b>Recitations</b> 360 Feedforward



Monday	Tuesday	Wednesday	Thursday	Friday
3/18 <b>Recitations</b> 360 Feedforward  <i>Status Report Rehearsals</i>  <i>IOL ~ Select Negotiation Style</i>	3/19 <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>	3/20 <b>Recitations</b> 360 Feedforward	3/21 <b>Fourth Round Status Reports</b>	3/22 <b>Recitations</b> 360 Feedforward
3/25 <b>Recitations</b> 360 Feedforward  <i>Status Report Rehearsals</i>	3/26 <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>Making Teams Work</i>, Worksheet</li> </ul>	3/27 <b>Recitations</b> 360 Feedforward	3/28 <b>Fifth Round Status Reports</b>	3/29 <b>Recitations</b> 360 Feedforward
4/1 <b>Recitations</b> 360 Feedforward  <i>Practice Presentation Rehearsal</i>	4/2 <b>Practice Presentation</b>  <i>Draft of Slide Deck due</i>	4/3 <b>Recitations</b> Team Feedforward  <i>Practice Presentation Rehearsal</i>	4/4 <b>Practice Presentations</b>  <i>Draft of Slide Deck due</i>	4/5 <b>Recitations</b> Team Feedforward

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4/8 <b>Recitations</b> Team Feedforward  <i>IOL ~ Select Work Role</i>	4/9 <b>High Performance</b> • McCann and Margerison, <i>High-performance teams</i>	4/10 <b>Recitations</b> Project Work	4/11 <b>Feedback, Coda</b>	4/12 <b>Recitations</b> Project Work
4/15 <b>Recitations</b> Project Work  <i>Client Presentation Rehearsal</i>	4/16 <b>Client Presentations</b>  <i>Thank You Letters Due</i>	4/17 <b>Recitations</b> TA Wrap Up  <i>Client Presentation Rehearsal</i>	4/18 <b>Client Presentations</b>  <i>Thank You Letters Due</i>	4/19 <b>Recitations</b> TA Wrap Up  <i>Individual and Team Performance Reviews due</i>
4/22 <b>Recitations</b> TA Wrap Up	4/23 <b>Review and Evaluation</b>  <i>Individual and Team Self-Portraits due</i>	4/24	4/25	4/26

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