

Management 100: Leadership and Communication in Groups
The Wharton School, University of Pennsylvania
Professors Greenhalgh, Maxwell, and Oliver
Fall 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.** Put in the time to make your project a success. As a rule of thumb, expect to spend about twice as much time outside of class as in.
- **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.** Make the effort to meet your client on site. Most project sites are accessible by foot, taxi, or public transportation.
- **Responsive.** Contact your client at least once a week by email and copy your TA.

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; (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:
 - ❖ Let your vision, mission, and values as a team inform the purpose and scope of the project.
 - ❖ 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 Bernadette Butler (butlerb@wharton.upenn.edu); over \$100, email Dr. Anne M. Greenhalgh (greenhaa@wharton.upenn.edu).** Please note that 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.

Materials: Course materials include a required course pack and two recommended but optional books: *Economical Writing* and *The Business Writer's Handbook*. You can purchase your course pack online at *study.net*, and you can buy the supplemental books at the University of Pennsylvania Book Store. A limited number of handouts and on-line instructional materials (such as the Hogan Career Report and the HRDQ survey of Communication Style) will be charged to your bursar account.

Academic Integrity: 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. The University's code on academic integrity "prohibits acts of academic dishonesty that include cheating, plagiarism, fabrication, multiple submission, misrepresentation of academic records, facilitating academic dishonesty and gaining unfair advantage in an academic exercise." 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/>.

Standards for conduct during class are also high. Instructors and TAs expect you

- Come to class on time and alert your instructor if you need to leave early
- Be prepared: complete readings and survey instruments in advance of class
- Unless instructed otherwise, keep laptops closed and electronic devices off and out of sight
- Stay on top of class requirements by checking Canvas, email, and the syllabus regularly

Assessment, Evaluation & Grading: Since Management 100 is highly interactive and experiential, class attendance is required. Lateness and unexcused absences will have a negative impact on your individual performance evaluation and final grade. Grade books are also closed once final 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. Keep in mind that ungraded assignments still count toward team performance.

Summary of Assignments, Evaluation, and Grading									
Individual Speaking Assignments			Due Date	Points	Team Speaking Assignments			Due Date	Points
	First Round Status Reports	10/17	15			Practice Presentation	11/19 or 21		
	Second Round Status Reports	10/24				Client Presentation	12/3 or 5	25	
	Third Round Status Reports	10/31							
	Fourth Round Status Reports	11/7				Team Demonstrated Leadership	Due Date	Points	
	Fifth Round Status Reports	11/14				First Team Performance Review and	10/16 at 11:59 p.m.		
						Team Portrait	10/18 at 11:59 p.m.	10	
						Second Team Performance Review and	12/6 at 11:59 p.m.		
Individual Demonstrated Leadership			Due Date	Points					
	First Individual Performance Review and	10/16 at 11:59 p.m.	10			Team Portrait	12/9 at 11:59 p.m.	15	
	Self Portrait	10/18 at 11:59 p.m.							
	Second Individual Performance Review and	12/6 at 11:59 p.m.	15			Team Writing Assignments	Due Date		
	Self Portrait	12/9 at 11:59 p.m.				Draft Email/ Letter of Engagement	9/18 – 9/23		
						Final Email/ Letter of Engagement	9/25		
Individual Writing Assignments			Due Date	Points					
	Image of Leadership Essay and Initial Tags	8/28 at 11:59 p.m.	3			Draft Team Case Study	9/23 at 11:59 p.m.		
	Tagging Strength	9/18 at 11:59 p.m.	0.5			Edit Team Case Study	9/30 at 11:59 p.m.		
	Tagging Negotiation Style	10/21 at 11:59 p.m.	0.5						
	Tagging Leadership Style	10/28 at 11:59 p.m.	0.5			Team Exercises (Posted on Canvas)	Due Date		
	Tagging Work Role	11/4 at 11:59 p.m.	0.5			Team Image of Leadership	8/29 at 11:59 p.m.		
	Individual Case Analysis (Memo)	10/7 at 11:59 p.m.	5			Cascades	9/5 at 11:59 p.m.		
						Egg Exercise	9/12 at 11:59 p.m.		
						Character Strengths	9/19 at 11:59 p.m.		
						Team Personality Portrait	9/26 at 11:59 p.m.		
						Group Sculptures	10/16, 18, or 21 at 11:59 p.m.		
						Negotiation Styles	10/22 at 11:59 p.m.		
						Team Management Wheel (Work Role)	11/5 at 11:59 p.m.		
						Making Teams Work	11/12 at 11:59 p.m.		

Monday	Tuesday	Wednesday	Thursday	Friday
8/26	8/27	8/28 Recitations Building Resilience	8/29 Images of Leadership <ul style="list-style-type: none"> Maxwell and Greenhalgh, <i>Images of leadership: A new exercise to teach leadership from a social constructionist perspective</i> Image and essay due ~ Post and tag	8/30 Recitations Building Resilience
9/2 Labor Day Building Resilience (TBD)	9/3 Presentations by Prospective Clients <ul style="list-style-type: none"> Team Case, <i>Ten minutes to make a decision</i> 	9/4 Recitations Ranking Projects	9/5 Making Synergistic Decisions <ul style="list-style-type: none"> <i>Cascades</i> Surowiecki, <i>The wisdom of crowds</i> 	9/6 Recitations Ranking Projects
9/9 Recitations Ranking Projects	9/10 Getting Started on Your Project <ul style="list-style-type: none"> Pompilio, <i>The real world</i> Drucker, <i>What business can learn from non-profits</i> Silverman and Taliento, <i>What business execs don't know – but should – about nonprofits</i> 	9/11 Recitations Meeting your Client	9/12 Setting your Vision, Mission, Values <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> Hogan Personality Inventory due	9/13 Recitations Meeting your Client

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9/16 Recitations Meeting your Client	9/17 Leading Responsibly <ul style="list-style-type: none"> Bazerman and Tenbrunsel, <i>Ethical breakdowns</i> HBS, <i>Professionals' quandaries</i> 	9/18 Recitations Drafting your Email/ Letter of Engagement	9/19 Building on your Strengths <ul style="list-style-type: none"> Seligman, <i>Building resilience</i> Roberts, Spreitzer, Dutton, Quinn, Heaphy, and Barker, <i>How to play to your strengths</i> <p>Character Strengths due: https://www.viame.org/survey/Account/Register Research code: RCMX011</p> <p>IOL ~ Select Strength</p>	9/20 Recitations Drafting your Email/ Letter of Engagement
9/23 Recitations Drafting your Email/ Letter of Engagement	9/24 Learning through Case Method <ul style="list-style-type: none"> Greenhalgh, <i>Case method teaching as science and art</i> Sample Team Cases, <i>Safeguards, Can't write today, You can do the typing</i> <p>Draft of Team Case due</p>	9/25 Recitations Research Basics Van Pelt Library Class of '55 Conference Room (room 241) <p>Email/ Letter of Engagement due</p>	9/26 Making the most of your Potential <ul style="list-style-type: none"> Barsade and Gibson, <i>Why does affect matter in organizations?</i> Knowledge@Wharton, <i>Analyzing effective leaders:: Why extraverts are not always the most successful bosses</i> Hogan Personality Inventory, <i>Career Report</i> 	9/27 Recitations Research Basics Van Pelt Library Class of '55 Conference Room (room 241)

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9/30 Recitations Research Basics Van Pelt Library Class of '55 Conference Room (room 241)	10/1 Writing a Case Analysis <ul style="list-style-type: none"> Greenhalgh, <i>Liberal learning through case method teaching</i> (work in progress) Sample Case Analyses (Memos) McCloskey, <i>Economical writing</i> (optional) Brusaw, Alred, and Oliu, <i>The Business writer's handbook</i> <i>HRDQ Communication Style Inventory due</i> <i>Edit of Team Case due</i>	10/2 Recitations Impromptu Speaking	10/3 Preparing your Status Report <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> 	10/4 Recitations Impromptu Speaking
10/7 Recitations Impromptu Speaking	10/8 Team Consultations <ul style="list-style-type: none"> Goldsmith, <i>The one skill that separates</i> HBS Note, <i>Managing interpersonal feedback</i> Goldsmith, <i>Building the future: Try feedforward instead of feedback</i> <i>Case Analysis due</i>	10/9 Recitations Project Work	10/10 Fall Break	10/11 Fall Break

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10/14 Recitations Project Work <i>Status Report Rehearsals</i>	10/15 Communication Styles <ul style="list-style-type: none"> Rosenzweig, <i>National culture and management</i> <i>What's my communication style</i> (HRDQ) 	10/16 Recitations Group Sculptures <i>Individual and Team Performance Reviews due</i>	10/17 First Round Status Reports	10/18 Recitations Group Sculptures <i>Individual and Team Portraits due</i>
10/21 Recitations Group Sculptures <i>Status Report Rehearsals</i>	10/22 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> <i>IOL ~ Select Negotiation Style</i>	10/23 Recitations 360 Feedforward	10/24 Second Round Status Reports	10/25 Recitations 360 Feedforward

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11/11 Recitations 360 Feedforward <i>Status Report Rehearsals</i>	11/12 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> Greenhalgh and Myers, <i>Making teams work</i> 	11/13 Recitations Team 360 Feedforward	11/14 Fifth Round Status Reports	11/15 Recitations Team 360 Feedforward
11/18 Recitations Team 360 Feedforward <i>Rehearsals</i>	11/19 Practice Presentation	11/20 Recitations Presentation Preparation <i>Rehearsals</i>	11/21 Practice Presentation	11/22 Recitations Presentation Preparation
11/25 Recitations Presentation Preparation	11/26 Feedback, Coda	11/27 Recitations Project Work	11/28 Thanksgiving Break	11/29 Thanksgiving Break
12/2 Recitations Project Work <i>Rehearsals</i>	12/3 Client Presentation <i>Thank You Letter due</i>	12/4 Recitations Wrap Up <i>Rehearsals</i>	12/5 Client Presentation <i>Thank You Letter due</i>	12/6 Recitations Wrap Up <i>Individual and Team Performance Reviews due</i>
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