Management 100: Leadership and Communication in Groups
The Wharton School, University of Pennsylvania
Professors Greenhalgh, Maxwell, and Oliver
Spring 2014

"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 five or 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 spring consulting project is an external communications audit that entails both primary or original research (developed specifically for your client) and secondary research (a review of pre-existing analyses of industry trends, standards, and best practices). The completed audit includes three deliverables, identifies strengths and weaknesses, and suggests opportunities for improvement:

➢ **A Portfolio Review.** Analyze the 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 the organization's key competitors. How are competitors communicating with stakeholders? How does your client's communication compare?

➢ **Voice of Customer.** Research how customers perceive the 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?

Whether completing a service project for a service agency or a communication audit for a local business, keep in mind that successful team engagements 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.

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.

Once you meet with your client, you will need to write **a letter of engagement.** 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.

Attach a **projected budget of expenses** to your letter. 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.

Once you and your client have agreed upon your letter of engagement and budget projections, create **a work plan,** a detailed version of your letter's action plan. **Update your work plan each week and send a weekly email to your client. Copy your team and your TA.**

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 course, 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/.

You will also need to practice good citizenship at the University and follow all 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.

Moreover, standards for conduct during class are high. Instructors and TAs expect you
➢ Come to class on time and alert your instructor and TA 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 the syllabus and Canvas announcements 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	2/27	15		Practice Presentation	4/8 or 10		
Second Round Status Reports	3/6			Client Presentation	4/22 or 24	25	
Third Round Status Reports	3/20						
Fourth Round Status Reports	3/27			**Team Demonstrated Leadership**	**Due Date**	**Points**	
Fifth Round Status Reports	4/3			First Team Performance Review and	2/28 at 11:59 p.m.	10	
				Team Portrait	3/3 at 11:59 p.m.		
Individual Demonstrated Leadership	**Due Date**	**Points**		Second Team Performance Review and	4/28 at 11:59 p.m.	15	
First Individual Performance Review and	2/28 at 11:59 p.m.	10		Team Portrait	4/30 at 11:59 p.m.		
Self Portrait	3/3 at 11:59 p.m.						
Second Individual Performance Review and	4/28 at 11:59 p.m.	15		**Team Writing Assignments**	**Due Date**		
Self Portrait	4/30 at 11:59 p.m.			Draft Email/ Letter of Engagement	2/5 – 2/10 at 11:59 p.m.		
				Final Email/ Letter of Engagement	2/12 at 11:59 p.m.		
Individual Writing Assignments	**Due Date**	**Points**		Draft Team Case Study	2/10 at 11:59 p.m.		
Image of Leadership Essay and Initial Tags	1/15 at 11:59 p.m.	3		Edit Team Case Study	2/17 at 11:59 p.m.		
Tagging Strength	2/5 at 11:59 p.m.	0.5					
Tagging Negotiation Style	3/17 at 11:59 p.m.	0.5		**Team Exercises (Post on Canvas)**	**Due Date**		
Tagging Leadership Style	3/24 at 11:59 p.m.	0.5		Team Image of Leadership	1/16 at 11:59 p.m.		
Tagging Work Role	4/14 at 11:59 p.m.	0.5		Cascades	1/23 at 11:59 p.m.		
Individual Case Analysis (Memo)	2/24 at 11:59 p.m.	5		Egg Exercise	1/20 at 11:59 p.m.		
				Character Strengths	2/6 at 11:59 p.m.		
				Team Personality Portrait	2/13at 11:59 p.m.		
				Communication Styles	3/4 at 11:59 p.m.		
				Negotiation Styles	3/18 at 11:59 p.m.		
				Making Teams Work	4/1 at 11:59 p.m.		
				Team Management Wheel (Work Role)	4/15 at 11:59 p.m.		
				Group Sculptures	4/17 at 11:59 p.m.		

Monday	Tuesday	Wednesday	Thursday	Friday
1/13	1/13	1/15 **Recitations (Monday; Wednesday Recitations TBA)** Building Resilience ***Image and essay due ~ Post and tag***	1/16 **Images of Leadership** • Maxwell and Greenhalgh, *Images of leadership* ***Post team image***	1/17
1/20 **MLK Holiday**	1/21 **Presentations by Prospective Clients** • Team Case, *Ten minutes to make a decision*	1/22 **Recitations** Ranking Projects	1/23 **Making Synergistic Decisions** • *Cascades* • Surowiecki, *The wisdom of crowds* ***Post Cascade results***	1/24

Monday	Tuesday	Wednesday	Thursday	Friday
1/27 **Recitations** Ranking Projects	1/28 **Getting Started on Your Project** - Pompilio, *The real world* - Drucker, *What business can learn from non-profits* - Silverman and Taliento, *What business execs don't know – but should – about nonprofits*	1/29 **Recitations** Meeting your Client	1/30 **Setting your Vision, Mission, Values** - Senge, *The leaders' new work* - Drucker, *What is our mission?* - Lencioni, *Make your values mean something* **Hogan Personality Inventory due** **Post team "eggs"**	1/31
2/3 **Recitations** Meeting your Client	2/4 **Leading Responsibly** - Bazerman and Tenbrunsel, *Ethical breakdowns* - HBS, *Professionals' quandaries*	2/5 **Recitations** Drafting your Email/ Letter of Engagement *IOL ~ Select Strength*	2/6 **Building on your Strengths** - Seligman, *Building resilience* - Roberts, Spreitzer, Dutton, Quinn, Heaphy, and Barker, *How to play to your strengths* **Character Strengths due:** https://www.viame.org/survey/Account/Register Research code: RCMX012 **Post team strengths**	2/7

Monday	Tuesday	Wednesday	Thursday	Friday
2/10 **Recitations** Drafting your Email/ Letter of Engagement	2/11 **Learning through Case Method** • Greenhalgh, *Case method teaching as science and art* • Sample Team Cases, *Safeguards, Can't write today, You can do the typing*	2/12 **Recitations** Research Basics Van Pelt Library Class of '55 Conference Room (room 241)	2/13 **Making the most of your Potential** • Barsade and Gibson, *Why does affect matter in organizations?* • Knowledge@Wharton, *Analyzing effective leaders:: Why extraverts are not always the most successful bosses* • *Hogan Personality Inventory, Career Report*	2/14
Draft of Team Case due		***Email/ Letter of Engagement due***	***Post team personality portraits***	

Monday	Tuesday	Wednesday	Thursday	Friday
2/17 **Recitations** Research Basics Van Pelt Library Class of '55 Conference Room (room 241) *Edit of Team Case due*	2/18 **Writing a Case Analysis** • Greenhalgh, *Liberal learning through case method teaching* (work in progress) • Sample Case Analyses (Memos) • McCloskey, *Economical writing* (optional) • Brusaw, Alred, and Oliu, *The Business writer's handbook* *HRDQ Communication Style Inventory due*	2/19 **Recitations** Impromptu Speaking	2/20 **Preparing your Status Report** • Morgan, *How to become an authentic speaker* • Alley and Neeley, *A case for sentence headlines and visual evidence*	2/21
2/24 **Recitations** Impromptu Speaking *Status Report Rehearsals* *Case Analysis due*	2/25 **Team Consultations** • Goldsmith, *The one skill that separates* • HBS Note, *Managing interpersonal feedback* ▪ Goldsmith, *Building the future: Try feedforward instead of feedback*	2/26 **Recitations** Check in with Project Consultant	2/27 **First Round Status Reports**	2/28 *Individual and Team Performance Reviews due*

Monday	Tuesday	Wednesday	Thursday	Friday
3/3 **Recitations** Check in with Project Consultant ***Status Report Rehearsals*** ***Individual and Team Portraits due***	3/4 **Communication Styles** • Rosenzweig, *National culture and management* • *What's my communication style* (HRDQ) ***Post team communication style portraits***	3/5 **Recitations** Project Work	3/6 **Second Round Status Reports**	3/7
3/10 **Spring Break!**	3/11 **Spring Break!**	3/12 **Spring Break!**	3/13 **Spring Break!**	3/14 **Spring Break!**
3/17 **Recitations** Project Work ***Status Report Rehearsals*** ***IOL ~ Select Negotiation Style***	3/18 **Negotiation Styles** • Shell, *The first foundation; A note on your personal negotiation style* • Thomas and Kilmann, *Conflict mode instrument* ***Post team negotiation style portraits***	3/19 **Recitations** 360 Feedforward	3/20 **Third Round Status Reports**	3/21

Monday	Tuesday	Wednesday	Thursday	Friday
3/24 **Recitations** 360 Feedforward ***Status Report Rehearsals*** ***IOL ~ Select Leadership Style***	3/25 **Leadership Styles** • Lorinkova, Pearsall, and Sims, *Examining the differential longitudinal performance of directive versus empowering leadership in teams* • Useem, *Introduction: The leadership moment; Eugene Kranz returns Apollo 13 to earth* • Maxwell, *Leadership Styles*	3/26 **Recitations** 360 Feedforward	3/27 **Fourth Round Status Reports**	3/28
3/31 **Recitations** 360 Feedforward ***Status Report Rehearsals***	4/1 **Making Teams Work** • Katzenbach and Smith, *The discipline of teams* • Wetlaufer, *The team that wasn't* • Greenhalgh and Myers, *Making teams work* ***Post results of making teams work***	4/2 **Recitations** 360 Feedforward	4/3 **Fifth Round Status Reports**	4/4

Monday	Tuesday	Wednesday	Thursday	Friday
4/7 **Recitations** 360 Feedforward *Rehearsals*	4/8 **Practice Presentation**	4/9 **Recitations** Team 360 Feedforward *Rehearsals*	4/10 **Practice Presentation**	4/11
4/14 **Recitations** Team 360 Feedforward *IOL ~ Select Work Role*	4/15 **High Performance Teams** • McCann and Margerison, *High-performance teams* *Post team work roles*	4/16 **Recitations** Project Work	4/17 **Group Sculptures** *Post team group sculpture*	4/18
4/21 **Recitations** Presentation Preparation *Rehearsals*	4/22 **Client Presentation** *Thank You Letter due*	4/23 **Recitations** Presentation Preparation *Rehearsals*	4/24 **Client Presentation** *Thank You Letter due*	4/25
4/28 **Recitations** Wrap Up *Individual and Team Performance Reviews due*	4/29 **Review and Evaluation**	4/30 **Recitations** Wrap Up *Individual and Team Portraits due*	5/1	5/2

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Table of Contents

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