

Management 100: Leadership and Communication in Groups
The Wharton School, University of Pennsylvania
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Fall 2014

“Leadership is at its best when the vision is strategic, the voice persuasive, the results tangible”
Michael Useem, The Leadership Moment

Course Description

Objective: Through the process of action, reflection, experimentation, and application, MGMT 100 aims to develop your leadership, teamwork, and communication skills. The course provides many 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. Through the course of the term, you will have a heightened sense of your individual strengths and opportunities for growth.

Method: 11 sections of approximately 60 students are scheduled each year (nine in the fall; two 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 “take the test first and then study”—in other words, you 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 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 vetted 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 an external 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.

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 to

- 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.

Management 100 instructors work closely with TAs to ensure that no recitation team 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. Grade books are closed once final grades are posted.

Management 100 instructors set you up for success and expect you to do well as an individual student and as a project team. The course provides a lot of support—from teammates, TAs, consultants, clients, and instructors. The better your team performs, the better you will do as an individual. Keep in mind that your final grade is a composite portrait of group and individual grades. See the summary chart of assignments, evaluation, and grading below.

Summary of Assignments, Evaluation, and Grading							
Individual Assignments			Team Assignments				
Speaking	Due Date	Points	Speaking	Due Date	Points		
First Round Status Reports	16-Oct	15	Practice Presentation	11/18 or 11/20	20		
Second Round Status Reports	23-Oct		Client Presentation	12/2 or 12/4			
Third Round Status Reports	30-Oct						
Fourth Round Status Reports	6-Nov			Writing (Part of Team Performance)	Due Date	Points	
Fifth Round Status Reports	13-Nov			Draft Email/ Letter of Engagement	9/17, 9/19, or 9/22		
			Final Email/ Letter of Engagement	9/23 at 11:59 p.m.			
Writing	Due Date	Points		Draft Team Case Study	9/22 at 11:59 p.m.		
Image of Leadership Essay and Initial Tags	8/27 at 11:59 p.m.	2		Edit Team Case Study	9/29 at 11:59 p.m.		
Individual Case Analysis (Memo)	10/6 at 11:59 p.m.	3					
			Performance Reviews	Due Date	Points		
Performance Reviews	Due Date	Points		First Team Performance Review and	10/15 at 11:59 p.m.	10	
First Individual Performance Review and	10/15 at 11:59 p.m.	10		Team Portrait	10/17 at 11:59 p.m.		
Self Portrait	10/17 at 11:59 p.m.				Second Team Performance Review and	12/5 at 11:59 p.m.	20
Second Individual Performance Review and	12/5 at 11:59 p.m.	20		Team Portrait	12/8 at 11:59 p.m.		
Self Portrait	12/8 at 11:59 p.m.						
			Class Exercises (Part of Team Performance)	Due Date			
				Team Image of Leadership	8/28 at 11:59 p.m.		
				Cascades	9/4 at 11:59 p.m.		
				Egg Exercise	9/11 at 11:59 p.m.		
				Character Strengths	9/ 18 at 11:59 p.m.		
				Team Personality Portrait	9/25 at 11:59 p.m.		
				Communication Styles	10/14 at 11:59 p.m.		
				Group Sculptures	10/20 at 11:59 p.m.		
				Negotiation Styles	10/21 at 11:59 p.m.		
				Making Teams Work	11/4 at 11:59 p.m.		
				Team Management Wheel (Work Role)	11/11 at 11:59 p.m.		

Monday	Tuesday	Wednesday	Thursday	Friday
8/25	8/26	8/27 Recitations Building Resilience <i>Image and essay due</i>	8/28 Images of Leadership • Maxwell and Greenhalgh, <i>Images of leadership</i>	8/29 Recitations Building Resilience
9/1 Labor Day Building Resilience (TBD)	9/2 Presentations by Prospective Clients • Team Case, <i>Ten minutes to make a decision</i>	9/3 Recitations Ranking Projects	9/4 Making Synergistic Decisions • <i>Cascades</i> • Surowiecki, <i>The wisdom of crowds</i> <i>Post team results</i>	9/5 Recitations Ranking Projects
9/8 Recitations Ranking Projects	9/9 Getting Started on Your Project • 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>	9/10 Recitations Meeting your Client	9/11 Setting your Vision, Mission, Values • Senge, <i>The leaders' new work</i> • Drucker, <i>What is our mission?</i> • Lencioni, <i>Make your values mean something</i> <i>Post team "eggs"</i> <i>Hogan Personality Inventory due</i>	9/12 Recitations Meeting your Client

Monday	Tuesday	Wednesday	Thursday	Friday
<p>9/15 Recitations Meeting your Client</p>	<p>9/16 Leading Responsibly</p> <ul style="list-style-type: none"> • Bazerman and Tenbrunsel, <i>Ethical breakdowns</i> • HBS, <i>Professionals' quandaries</i> 	<p>9/17 Recitations Drafting your Email/ Letter of Engagement</p>	<p>9/18 Building on your Strengths</p> <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: RCMZ014</p> <p>Post team results</p>	<p>9/19 Recitations Drafting your Email/ Letter of Engagement</p>
<p>9/22 Recitations Drafting your Email/ Letter of Engagement</p> <p>Draft of Team Case due</p>	<p>9/23 Learning through Case Method</p> <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>Email/ Letter of Engagement due</p>	<p>9/24 Recitations Research Basics Van Pelt Library Class of '55 Conference Room (room 241)</p>	<p>9/25 Making the most of your Potential</p> <ul style="list-style-type: none"> • Hogan, <i>What we know about leadership</i> • Barsade and Gibson, <i>Why does affect matter in organizations?</i> • Your Hogan Personality Inventory, <i>Career Report</i> <p>Post team results</p>	<p>9/26 Recitations Research Basics Van Pelt Library Class of '55 Conference Room (room 241)</p>

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<p>9/29 Recitations Research Basics Van Pelt Library Class of '55 Conference Room (room 241)</p> <p><i>Edit of Team Case due</i></p>	<p>9/30 Writing a Case Analysis</p> <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, Alfred, and Oliu, <i>The Business writer's handbook</i> <p>HRDQ Communication Style Inventory due</p>	<p>10/1 Recitations Impromptu Speaking</p>	<p>10/2 Preparing your Status Report</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>10/3 Recitations Impromptu Speaking</p>
<p>10/6 Recitations Impromptu Speaking</p> <p><i>Case Analysis due</i></p>	<p>10/7 Team Consultations</p> <ul style="list-style-type: none"> • HBS Note, <i>Managing interpersonal feedback</i> ▪ Goldsmith, <i>Building the future: Try feedforward instead of feedback</i> ▪ Heen and Stone, <i>Find the coaching in criticism</i> 	<p>10/8 Recitations Project Work</p>	<p>10/9 Fall Break</p>	<p>10/10 Fall Break</p>

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10/13 Recitations Project Work <i>Status Report Rehearsals</i>	10/14 Communication Styles <ul style="list-style-type: none"> Rosenzweig, <i>National culture and management</i> Karen Leary, HBR Case Your report: <i>What's my communication style</i> (HRDQ) <i>Post team results</i>	10/15 Recitations Group Sculptures <i>Individual and Team Performance Reviews due</i>	10/16 First Round Status Reports	10/17 Recitations Group Sculptures <i>Individual and Team Portraits due</i>
10/20 Recitations Group Sculptures <i>Status Report Rehearsals</i>	10/21 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>Post team results</i>	10/22 Recitations 360 Feedforward	10/23 Second Round Status Reports	10/24 Recitations 360 Feedforward

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<p>10/27 Recitations 360 Feedforward</p> <p><i>Status Report Rehearsals</i></p>	<p>10/28 Leadership Styles</p> <ul style="list-style-type: none"> • Lorinkova, Pearsall, and Sims, <i>Examining the differential longitudinal performance of directive versus empowering leadership in teams</i> • Maxwell, <i>Leadership Styles</i> • Useem, <i>Introduction: The leadership moment</i>; Eugene Kranz, <i>returns Apollo 13 to earth</i> 	<p>10/29 Recitations 360 Feedforward</p>	<p>10/30 Third Round Status Reports</p>	<p>10/31 Recitations 360 Feedforward</p>
<p>11/3 Recitations 360 Feedforward</p> <p><i>Status Report Rehearsals</i></p>	<p>11/4 Making Teams Work</p> <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> <p><i>Post team results</i></p>	<p>11/5 Recitations 360 Feedforward</p>	<p>11/6 Fourth Round Status Reports</p>	<p>11/7 Recitations 360 Feedforward</p>

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11/17 Recitations Team 360 Feedforward	11/18 Practice Presentation	11/19 Recitations Presentation Preparation	11/20 Practice Presentation	11/21 Recitations Presentation Preparation
11/24 Recitations Presentation Preparation	11/25 Feedback, Coda • Grant, <i>In the company of givers and takers</i>	11/26 Recitations Project Work	11/27 Thanksgiving Break	11/28 Thanksgiving Break
12/1 Recitations Project Work <i>Rehearsals</i>	12/2 Client Presentation <i>Thank You Letter due</i>	12/3 Recitations Wrap Up <i>Rehearsals</i>	12/4 Client Presentation <i>Thank You Letter due</i>	12/5 Recitations Wrap Up <i>Individual and Team Performance Reviews due</i>
12/8 Recitations Wrap Up <i>Portraits due</i>	12/9 Review and Evaluation • Wrzensniewski and Dutton, <i>Crafting a job: Revisioning employees as active crafters of their work</i>	12/10 End of Year Celebration Irvine Auditorium	12/11	12/12

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