

Management 100: Leadership and Communication in Groups
The Wharton School, University of Pennsylvania
Professors Barone, Boyer, Hirshon, Greenhalgh, and Newberry
Fall 2015

“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, Management 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 persuasively, and to work collaboratively with a diverse group of individuals. Over the course of the semester, you will acquire a heightened sense of your individual strengths and opportunities for growth through feedback (or “feedforward,” forward-looking, constructive coaching).

Research Project: Since feedback is so central to Management 100, students will participate in a research project led by doctoral candidate Elizabeth Wolf in collaboration with Dr. Greenhalgh. The goal of the project is to learn how best to avoid misunderstandings between feedback givers and receivers in the feedback process. Research conducted this fall will explore how individuals interpret and make sense of the feedback they receive in face-to-face conversations. Participation in the project requires that students complete a short survey after one-on-one consultations with their TAs. TAs will send links to surveys by email. Participation in the research project is part of participation in the course.

Method of Instruction: 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 conducting feedback sessions, 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.

Team Projects: Over the course of the year, Management 100 teams complete nearly 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 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 opportunities, and gives the client food for thought for the future:

- **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 the client's communication compare with others?
- **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 or an external communication audit, 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 suggested texts: *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 (including your tent card, 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 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. Along the way, instructors work closely with TAs to ensure that no recitation team has an unfair advantage over another. Instructors also work closely together to make sure that grades are distributed similarly across lectures. At the end of the term, when determining percentages of letter grades within lectures, instructors take into account student performance in the context of his or her team and the class. Your final grade is a composite portrait, a collection of snapshots of individual and team performance. Keep in mind that Management 100 rewards team performance: The better your group performs on team assignments, the better you will perform as an individual. See the summary chart of assignments, evaluation, and grading below. Please note that grade books are closed once final grades are posted.

Summary of Assignments, Evaluation, and Grading							
Individual Assignments				Team Assignments			
Speaking	Due	Points		Speaking	Due	Points	
First Round Status Reports	10/15	20		Practice Presentation	11/17 or 11/19	25	
Second Round Status Reports	10/22			Client Presentation	12/1 or 12/3		
Third Round Status Reports	10/29						
Fourth Round Status Reports	11/5			Writing	Date		
Fifth Round Status Reports	11/12			Draft Email/ Letter of Engagement	9/21		
				Final Email/ Letter of Engagement	9/28		
Writing	Due	Points		Draft Team Case Study	9/23 by 11:59 p.m.		
Image of Leadership Essay and Tags	8/26 by 11:59 p.m.	5		Edit Team Case Study	9/28 by 11:59 p.m.		
Performance Reviews	Due	Points		Performance Reviews	Due Date	Points	
First Individual Performance Review and Self Portrait	10/14 by 11:59 p.m.	10		First Team Performance Review and Team Portrait	10/14 by 11:59 p.m.	25	
Second Individual Performance Review and Self Portrait	10/16 by 11:59 p.m.	15		Second Team Performance Review and Team Portrait	10/16 by 11:59 p.m.		
	12/4 by 11:59 p.m.				12/4 by 11:59 p.m.		
	12/7 by 11:59 p.m.				12/7 by 11:59 p.m.		
Individual Surveys	Due			Team Portraits	Posted		
Hogan Personality Inventory (Career Report)	9/8 by 11:59 p.m.			Character Strengths	9/15 by 11:59 p.m.		
VIA Survey of Character Strengths	9/14 by 11:59 p.m.			Personality	9/22 by 11:59 p.m.		
HRDQ Communication Style Inventory	9/29 by 11:59 p.m.			Interpersonal Behaviors	10/6 by 11:59 p.m.		
FIRO-B Survey	10/5 by 11:59 p.m.			Communication Style	10/13 by 11:59 p.m.		
Thomas Kilman Conflict Mode Instrument	10/19 by 11:59 p.m.			Negotiation Style	10/20 by 11:59 p.m.		

Monday	Tuesday	Wednesday	Thursday	Friday
8/24	8/25	8/26 Recitations Contracting <i>Image and essay due</i>	8/27 Images of Leadership <ul style="list-style-type: none"> Maxwell and Greenhalgh, <i>Images of leadership</i> 	8/28 Recitations Contracting
8/31 Recitations Contracting	9/1 Presentations by Prospective Clients <ul style="list-style-type: none"> Team Case, <i>Ten minutes to make a decision</i> 	9/2 Recitations Ranking Projects	9/3 Making Synergistic Decisions <ul style="list-style-type: none"> Sunstein and Hastie, <i>Making dumb groups smarter</i> Newberry, <i>The Everest climb</i> <i>Cascades</i> 	9/4 Recitations Ranking Projects
9/7 Labor Day Ranking Projects (rescheduled on the evening of 9/2)	9/8 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> Hogan Personality Inventory due	9/9 Recitations Meeting your Client	9/10 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> 	9/11 Recitations Meeting your Client

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9/14 Recitations Meeting your Client Character Strengths due: https://www.viame.org/survey/Account/Register	9/15 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> Team results posted	9/16 Recitations Drafting your Email/ Letter of Engagement	9/17 Leading Responsibly <ul style="list-style-type: none"> Bazerman and Tenbrunsel, <i>Ethical breakdowns</i> MGMT 100 <i>quandaries</i> HBS, <i>Professional quandaries</i> 	9/18 Recitations Drafting your Email/ Letter of Engagement
9/21 Recitations Drafting your Email/ Letter of Engagement Email/ Letter of Engagement due	9/22 Making the most of your Potential <ul style="list-style-type: none"> Hogan, <i>What we know about leadership</i> Your Hogan Personality Inventory, Career Report Team results posted	9/23 Recitations Research Basics Van Pelt Library Location TBD See: http://guides.library.upenn.edu/mgmt100 Draft of Team Case due	9/24 Learning through Case Method <ul style="list-style-type: none"> Greenhalgh, <i>Case method teaching as science and art</i> Greenhalgh, <i>Liberal learning through case method teaching</i> (draft) Sample Team Cases, <i>Safeguards, Can't write today, You can do the typing</i> 	9/25 Recitations Research Basics Van Pelt Library Location TBD See: http://guides.library.upenn.edu/mgmt100

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9/28 Recitations Research Basics Van Pelt Library Location TBD See: http://guides.library.upenn.edu/mgmt100 <i>Edit of Team Case due</i> <i>Final Email/ Letter of Engagement due to clients</i>	9/29 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> HRDQ Communication Style Inventory due	9/30 Recitations Impromptu Speaking	10/1 Team Consultations <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> 	10/2 Recitations Impromptu Speaking
10/5 Recitations Impromptu Speaking <i>FIRO-B survey due</i>	10/6 Leadership Behaviors <ul style="list-style-type: none"> Beshears and Gino, <i>Leaders as decision architects</i> What is the FIRO-B <i>Team results posted</i>	10/7 Recitations Project Work	10/8 Fall Break	10/9 Fall Break
10/12 Recitations Project Work <i>Status Report Rehearsals</i>	10/13 Communication Styles <ul style="list-style-type: none"> Karen Leary, HBR Case Your report: <i>What's my communication style</i> (HRDQ) <i>Team results posted</i>	10/14 Recitations Group Sculptures <i>Individual and Team Performance Reviews due</i>	10/15 First Round Status Reports	10/16 Recitations Group Sculptures <i>Individual and Team Portraits due</i>

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11/2 Recitations 360 Feedforward <i>Status Report Rehearsals</i>	11/3 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> 	11/4 Recitations 360 Feedforward	11/5 Fourth Round Status Reports	11/6 Recitations 360 Feedforward
11/9 Recitations 360 Feedforward <i>Status Report Rehearsals</i>	11/10 High Performance Teams <ul style="list-style-type: none"> McCann and Margerison, <i>High-performance teams</i> 	11/11 Recitations Team 360 Feedforward	11/12 Fifth Round Status Reports	11/13 Recitations Team 360 Feedforward
11/16 Recitations Team 360 Feedforward	11/17 Dry Run Client Presentation	11/18 Recitations Presentation Preparation	11/19 Dry Run Client Presentation	11/20 Recitations Presentation Preparation
11/23 Recitations Presentation Preparation	11/24 Feedback, Coda <ul style="list-style-type: none"> Wrzensniewski and Dutton, <i>Crafting a job: Revisioning employees as active crafters of their work</i> 	11/25 Recitations Project Work	11/26 Thanksgiving Break	11/27 Thanksgiving Break

Monday	Tuesday	Wednesday	Thursday	Friday
11/30 Recitations Project Work <i>Rehearsals</i>	12/1 Client Presentation <i>Thank You Letters due to client</i>	12/2 Recitations Wrap Up <i>Rehearsals</i>	12/3 Client Presentation <i>Thank You Letter due to clients</i>	12/4 Recitations Wrap Up <i>Individual and Team Performance Reviews due</i>
12/7 Recitations Wrap Up <i>Portraits due</i>	12/8 Review and Evaluation	12/9 End of Year Celebration Irvine Auditorium	12/10	12/11

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