

***Management 100: Leadership and Communication in Groups***  
***The Wharton School, University of Pennsylvania***  
***Anne M. Greenhalgh, Head Instructor***  
***Fall 2016***

*“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).

**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 communication audit that entails both primary or original research and secondary research. 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 team and 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	10/13	20		Dry Run (Client Presentation)	11/15 or 11/17	25	
Second Round Status Reports	10/20			Client Presentation	11/29 or 12/1		
Third Round Status Reports	10/27						
Fourth Round Status Reports	11/3			Writing	Date		
Fifth Round Status Reports	11/10			Draft Email/ Letter of Engagement	9/21, 9/23, or 9/26		
				Final Email/ Letter of Engagement	9/27		
Writing	Due	Points		Draft Team Case Study	9/26 by 11:59 p.m.		
Image of Leadership Essay and Tags	8/29 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	
Initial Individual Performance Review	10/5 by 11:59 p.m.	25		Initial Team Performance Review	10/5 by 11:59 p.m.	25	
Self Portrait	10/10 by 11:59 p.m.			Team Portrait	10/10 by 11:59 p.m.		
Cumulative Individual Performance Review	12/7 by 11:59 p.m.			Cumulative Team Performance Review	12/7 by 11:59 p.m.		
Self Portrait	12/12 by 11:59 p.m.			Team Portrait	12/12 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		
VIA Survey of Character Strengths	9/14 by 11:59 p.m.			Personality	9/22		
HRDQ Communication Style Inventory	10/4 by 11:59 p.m.			Interpersonal Behaviors	10/11		
FIRO-B Survey	10/10 by 11:59 p.m.			Communication Style	10/18		
Thomas Kilman Conflict Mode Instrument	10/24 by 11:59 p.m.			Negotiation Style	10/25		







Monday	Tuesday	Wednesday	Thursday	Friday
10/3 <b>Recitations</b> Research Basics Lippincott Library Seminar Room (room 242)	10/4 <b>Preparing your Status Report</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> <b>HRDQ Communication Style Inventory due</b>	10/5 <b>Recitations</b> Impromptu Speaking  <i>Evening Make Up Recitations for Fall Break</i>  <i>Individual and Team Performance Reviews due</i>	10/6 <b>Fall Break</b>	10/7 <b>Fall Break</b>
10/10 <b>Recitations</b> Impromptu Speaking  <i>FIRO-B Survey due</i>  <i>Status Report Rehearsals</i>  <i>Individual and Team Portraits due</i>	10/11 <b>Leadership Behaviors</b> <ul style="list-style-type: none"> <li>What is the FIRO-B?</li> </ul>     <b>Post Team Results</b>	10/12 <b>Recitations</b> Group Sculptures	10/13 <b>First Round Status Reports</b>	10/14 <b>Recitations</b> Group Sculptures
10/17 <b>Recitations</b> Group Sculptures          <b>Status Report Rehearsals</b>	10/18 <b>Communication Styles</b> <ul style="list-style-type: none"> <li>Karen Leary, HBR Case</li> <li>Your report: <i>What's my communication style</i> (HRDQ)</li> </ul>     <b>Post team results</b>	10/19 <b>Recitations</b> Team 360	10/20 <b>Second Round Status Reports</b>	10/21 <b>Recitations</b> Team 360





Monday	Tuesday	Wednesday	Thursday	Friday
11/7 <b>Recitations</b> 360 Feedforward (Round 2)  <i>Status Report Rehearsals</i>	11/8 <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>Greenhalgh and Myers, <i>Making teams work</i></li> </ul>	11/9 <b>Recitations</b> 360 Feedforward (Round 3)	11/10 <b>Fifth Round Status Reports</b>	<b>Recitations</b> 360 Feedforward (Round 3)
11/14 <b>Recitations</b> 360 Feedforward (Round 3)	11/15 <b>Dry Run Client Presentation</b>	11/16 <b>Recitations</b> Presentation Preparation	11/17 <b>Dry Run Client Presentation</b>	11/18 <b>Recitations</b> Presentation Preparation
11/21 <b>Recitations</b> Presentation Preparation	11/22 <b>Working in a Team</b> <ul style="list-style-type: none"> <li><i>Insight Enterprise</i> (Handout)</li> </ul>	11/23 <b>Recitations</b> Presentation Preparation	11/24 <b>Thanksgiving Holiday</b>	11/25 <b>Thanksgiving Holiday</b>
11/28 <b>Recitations</b> Presentation Preparation  <i>Rehearsals</i>	11/29 <b>Client Presentation</b>	11/30 <b>Recitations</b> Presentation Preparation  <i>Rehearsals</i>	12/1 <b>Client Presentation</b>	<b>Recitations</b> Presentation Preparation
12/5 <b>Recitations</b> Presentation Preparation	12/6 <b>High Performance Teams</b> <ul style="list-style-type: none"> <li>McCann and Margerison, <i>High-performance teams</i></li> </ul>	12/7 <b>Recitations</b> Wrap Up  <i>Individual and Team Performance Reviews due</i>	12/8 <b>Review and Evaluation</b> <ul style="list-style-type: none"> <li>Wrzensniewski and Dutton, <i>Crafting a job: Revisioning employees as active crafters of their work</i></li> </ul>	12/9 <b>Recitations</b> Wrap Up

Monday	Tuesday	Wednesday	Thursday	Friday
12/12 <b>Recitations</b> Wrap Up  <i>Individual and Team Portraits due</i>	12/13 <b>End of Year Event</b> Irvine Auditorium	12/14	12/15	12/16

**Management 100: Leadership and Communication in Groups**  
**Barone, Boyer, Hirshon, Greenhalgh, and Newberry**

**Table of Contents**

**The Wharton School**  
**University of Pennsylvania**  
**Fall 2016**

1. Maxwell and Greenhalgh, *Images of leadership: A new exercise to teach leadership from a social constructionist perspective*
2. Sunstein and Hastie, *Making dumb groups smarter*
3. Newberry, *The Everest Climb*
4. Simulation, *Cascades*
5. *Team Case, Ten minutes to make a decision*
6. Pompilio, *The real world*
7. Drucker, *What business can learn from non-profits*
8. Senge, Excerpt from *The leader's new work*
9. Drucker, *What is our mission?*
10. Lencioni, *Make your values mean something*
11. Seligman, *Building resilience*
12. Roberts, Spreitzer, Dutton, Quinn, Heaphy, and Barker, *How to play to your strengths*
13. Bazerman and Tenbrunsel, *Ethical breakdowns*
14. *MGMT 100 quandaries*
15. HBS, *Professional quandaries*
16. Hogan, *What we know about leadership*
17. Greenhalgh, *Case method teaching as science and art*
18. Sample Team Cases: *Safeguards, Can't write today, You can do the typing*
19. HBS note, *Managing interpersonal feedback*
20. Goldsmith, *Building the future: Try feedforward Instead of feedback*
21. Heen and Stone, *Find the coaching in criticism*
22. Morgan, *How to become an authentic speaker*
23. Alley and Neeley, *A case for sentence headlines and visual evidence*
24. *FIRO-B*
25. *What is FIRO-B?*
26. Karen Leary, HBS case
27. Thomas and Kilmann, *Conflict mode instrument*
28. Shell, *The first foundation: Your bargaining style; A note on your personal negotiation style*
29. Lorinkova, Pearsall, and Sims, *Examining the differential longitudinal performance of directive versus empowering leadership in teams*
30. Maxwell, *Directive and Empowering Leadership Styles* (Handout for class)
31. Useem, *Introduction: The leadership moment; Eugene Kranz returns Apollo XIII to earth*
32. Katzenbach and Smith, *The discipline of teams*
33. Wetlaufer, *The team that wasn't*
34. Greenhalgh and Myers, *Making teams work* (Handout for class)
35. McCann and Margerison, *High-performance teams*
36. Wrzesniewski and Dutton, *Crafting a job: Revisioning employees as active crafters of their work*