Management 100: Leadership and Communication in Groups
The Wharton School, University of Pennsylvania
Professor Anne M. Greenhalgh
Spring 2018

"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: The hallmark of Management 100 is experiential learning; or, as I like to say, 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: The main vehicle for experiential and service learning is the group project – 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?

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 feedback on your attendance, timeliness, and participation in the course. Richard Wells and Susan Wynne, **Project Consultants** from The Wellynn Group, LLC, will serve as an invaluable resource to you, helping you manage project scope and complete the main assignment for the course, 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 group, 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.

The course instructor and TAs 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 instructor. Along the way, your instructor works closely with TAs to ensure that no recitation team has an unfair advantage over another and 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.

TEAM WRITING ASSIGNMENT

Email/ Letter of Engagement (500 words)

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:

1. **Critical Thinking**
   Let your vision, mission, and values as a team inform the purpose and scope of the project.
2. **Structure**
   Outline what your team plans to do.
3. **Evidence**
   Draw an action plan; sketch individual responsibilities and include a timetable.
4. **Audience**
   Confirm your commitment, your accessibility and responsiveness.
5. **Control of Language**
   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. Please email mgmt100-projects@wharton.upenn.edu for approval.** 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.**

Writing and sending your email/ letter of engagement, attaching a projected budget of expenses, updating your work plan and timesheets each week, and sending a weekly email update to your client (copying your team and TA) – all factor into your team performance review.

TEAM SPEAKING ASSIGNMENTS

Final Client Presentation **15 minutes plus five-minute Q&A**

Your **final presentation** marks the conclusion of your project with your client. The presentation is cumulative, analytical, and persuasive. In consultation with the TA teaching team, your instructor will evaluate your presentation according to the criteria below.

1. **Critical Thinking**
   Your presentation demonstrates strong critical thinking. You provide your client with thoughtful recommendations for next steps based on your accomplishments and experience working on the project. Moreover, you synthesize your recommendations under one overarching theme or unifying point that guides your presentation.
2. **Structure**
   Your recommendations guide the structure of your presentation. Your presentation has an effective introduction and conclusion and flows logically from speaker to speaker and point to point. You provide a roadmap that orients your audience.
3. **Evidence**
   Your use of evidence is strong. You provide specific and concrete measures of success by using qualitative and quantitative data. You also distinguish your presentation by using different types of evidence as support.
4. **Audience Analysis**
   Your tone is conversational, appropriate, and diplomatic. You speak in a conversational way with your client and use second person, "you." At the same time, your tone is appropriate for a wide audience of peers, TAs, faculty, and guests. You show consideration for your client, especially when making recommendations.
5. **Delivery**
   Your speakers represent the team well. You manage time effectively, and your presentation has high visual impact. Speakers share the floor, and fellow team members field questions with confidence. You look professional and act like a team.

You will have a chance to do a **dry run presentation** in class. Use the dry run as a chance to give your best version of the client presentation to date. You can also use the dry run as an opportunity to select speakers who would like another chance to practice public speaking. Choose your three best speakers for the final client presentation. During the dry run and client presentation, all team members will join the speakers for a brief question and answer session. After the dry run, you will have a chance to refine and rehearse your client presentation with your TA and team.

When you do the dry run in class, bring one black-and-white copy of your slide deck for your instructor. When you give your client presentation in class, provide one color copy of your slide deck for your client and one black and white copy for your instructor. In both cases, post your slides on Canvas well in advance and print your slides as handouts, three per page.

On the day of the client presentation, hand your client a short and sincere hand written **thank you note** signed by all team members.

The client presentation represents a joint effort and group grade worth 30% of your final grade.

INDIVIDUAL and TEAM PERFORMANCE

Initial and Cumulative Individual Performance Reviews and Self-Portraits

The process for assessing performance at mid-term and at the end of the semester begins with your own self-assessment. First, consider whether your performance is excellent, good, or satisfactory in each of the following categories:

- **Participation – Do you excel in class?**
  - Do you come to lecture, recitation, rehearsals? On time? Prepared?
  - Do you come to class having done the readings and assignments?
  - Do you make contributions that move the conversation forward in a productive way?

- **Productivity - Do you excel in the completion of your group project?**
  - Do you come to meetings? On time? Prepared?
  - Do you fulfill your responsibilities and duties to your teammates, project, and client?
  - Do you respond promptly to emails from your group and client regarding project work?

- **Relationship Building - Do you excel in building constructive relationships with others?**
  - Do you interact with each other, classmates, the teaching team, your client, and community in a productive way?
  - Do you bring out the best in yourself and others by showing consideration and respect?
  - Do you serve as an ambassador for your group, class, and Penn?

Second, give your group members strength-based feedback on-line (See Canvas for link). Write directly to your teammates. Tell them what they are like when they are at their best. Offer one or two opportunities for growth and development.

Third, write a **best-self portrait**. Your TA will download your teammates' written comments and post them on Canvas for you to read and use to write a one-page (250-word) portrait of yourself at your best. Include one or two opportunities for growth. Post your self-portrait on Canvas.

Fourth, discuss your portrait with your TA and team. During mid-semester, use your self-portrait as a springboard for discussion with your TA and, subsequently, with your team during recitations dedicated to 360 degree "feedforward." At the end of the semester, your TA will either meet with you one-on-one or respond to your second self-portrait on Canvas. Whether in-person or on-line, your TA will acknowledge your growth over the course of the semester and give you some thoughts about ways you can continue to grow and develop.

The first performance review helps you confirm that you are on the right track and gives you the chance to consider what modifications you would make in the future. The second performance review takes into account your development since mid-term and the degree to which you have made the most of your strengths and minimized any weaknesses.

The initial performance review process lets you know how you are doing in your team with respect to participation, productivity, and relationship building. The second performance review takes into account your development since mid-semester and also weighs the second half of the semester more heavily than the first.

Team Performance Reviews and Team Portraits

In order to evaluate team performance, your instructor will assess the degree to which your group accomplishes the goals you set with your client and how well you pull together as a team and manage the client relationship.

You have an opportunity to assess your team's performance at the same time you evaluate individual performance. Consider whether you think your team's performance is excellent, good, or satisfactory in each of the following categories:

- **Productivity - Does your team excel in completing tasks?**
  - Your team sets ambitious goals and accomplishes them.
  - If your goals change over the semester, your team sets new objectives and reaches new heights.
  - Your team shows initiative.
  - You go above and beyond the call of duty.

- **Group Dynamics - Do team members excel in building constructive relationships with each other?**
  - Members of your group come together as a unified team.
  - Members are mutually accountable and interdependent.
  - Members support each other's growth and development.
  - The group would be happy to work together in the future.

- **Client Management - Does your team excel in building a positive client relationship?**
  - Whether face-to-face, on the phone, or over email, your team builds a strong relationship with your client.

Your client will respond to the same on-line survey questions as you. Your TA and instructor will share team comments and client feedback with your team. Once you have both sets of feedback in hand, work with your team to write a brief team portrait (250 words). Comment on your team's productivity to date, the quality of your group dynamics, and your ability to manage the client relationship in a positive way. Your TA and instructor will craft a comment in response.

When determining your final team performance review grade, your instructor will take into account multiple perspectives and comments from team members, TA, and client.

The initial team performance review process enables you to stay on track or make mid-course corrections. The second performance review process takes into account your team's progress from mid-term and, moreover, weighs the second half of the semester more heavily than the first.

Summary of Assignments, Evaluation, and Grading

Individual Assignments

Writing	**Due**		
Image of Leadership & Essay	11:59 p.m. 1/10		
Performance Reviews	**Due**	**Points**	
First Half Individual Performance Review	11:59 p.m. 2/16	15	35
Self Portrait	11:59 p.m. 2/19		
Second Half Individual Performance Review	11:59 p.m. 4/20	20	
Self Portrait	11:59 p.m. 4/23		
Individual Surveys	**Due**		
Hogan Personality Inventory (Career Report)	11:59 p.m. 1/31		
VIA Survey of Character Strengths	11:59 p.m. 2/7		
HRDQ Communication Style Inventory	11:59 p.m. 2/14		
Thomas Kilmann Conflict Mode Instrument	11:59 p.m. 3/14		

Team Assignments

Speaking	Date	**Points**	
Dry Run Presentation	4/3 OR 4/5	30	
Client Presentation	4/17 OR 4/19		
Writing	**Date**		
Email/ Letter of Engagement	2/6		
Performance Reviews	**Due Date**	**Points**	
First Half Team Performance Review	11:59 p.m. 2/16	15	35
Team Portrait	11:59 p.m. 2/19		
Second Half Team Performance Review	11:59 p.m. 4/20	20	
Team Portrait	11:59 p.m. 4/23		
Team Portraits	**Posted**		
Character Strengths	2/8		
Personality	2/22		
Communication Style	3/1		
Negotiation Style	3/15		

Monday	Tuesday	Wednesday	Thursday	Friday
1/8	1/9	1/10 ***Image and Essay due***	1/11 **Images of Leadership** • Maxwell and Greenhalgh, *Images of leadership*	1/12
1/15	1/16 **Making Synergistic Decisions** • Sunstein and Hastie, *Making dumb groups smarter* • *Cascades*	1/17	1/18 **Presentations by Prospective Clients** • Team Case, *Ten minutes to make a decision*	1/19
1/22	1/23 **Contracting & Ranking Projects**	1/24	1/25 **Getting Started on Your Project** • Pompilio, *The real world* • Drucker, *What business can learn from non-profits*	1/26
1/29	1/30 **Working Session your Client**	1/31 ***Hogan Personality Inventory due***	2/1 **Setting your Vision, Mission, Values** • Senge, *The leaders' new work* • Drucker, *What is our mission?* • Lencioni, *Make your values mean something*	2/2

Monday	Tuesday	Wednesday	Thursday	Friday
2/5	2/6 **Finalizing your Email/ Letter of Engagement** ***Email/ Letter of Engagement due***	2/7 ***Character Strengths Survey due: http://www.viacharacter.org/www/The-Survey***	2/8 **Building on your Strengths** • Seligman, *Building resilience* • Roberts, Spreitzer, Dutton, Quinn, Heaphy, and Barker, *How to play to your strengths* ***Post team results***	2/9
2/12	2/13 **Progress Report ~ Portfolio Review**	2/14 ***HRDQ Communication Style Inventory due***	2/15 **Leading Responsibly** • Bazerman and Tenbrunsel*, Ethical breakdowns* • HBS, *Professional quandaries*	2/16 ***Individual and Team Performance Reviews due***
2/19 ***Individual and Team Portraits due***	2/20 **Progress Report ~ Competitor Analysis**	2/21	2/22 **Making the most of your Potential** • Hogan, *What we know about leadership* • Your *Hogan Personality Inventory, Career Report* ***Post Team Results***	2/23

Monday	Tuesday	Wednesday	Thursday	Friday
2/26 ***One on One with TAs***	2/27 **Progress Report ~ Voice of Customer**	2/28	3/1 **Communication Styles** • *Karen Leary,* HBR Case • Your report: *What's my communication style* (HRDQ) ***Post team results***	3/2
3/5	3/6 **Spring Break!**	3/7	3/8 **Spring Break!**	3/9
3/12	3/13 **Working Session with your Project Consultant**	3/14 ***Thomas and Kilmann, Conflict Mode Instrument due***	3/15 **Negotiation Styles** • Shell, *The first foundation; A note on your personal negotiation style* ***Post team results***	3/16
3/19	3/20 **Team on Team Consultations** • HBS Note, *Managing interpersonal feedback* • Heen and Stone, *Find the coaching in criticism*	3/21	3/22 **Leadership Styles** • Maxwell, *Leadership Styles* • Useem, *Introduction: The leadership moment; Eugene Kranz returns Apollo 13 to earth*	3/23

Monday	Tuesday	Wednesday	Thursday	Friday
3/26	3/27 **Preparing your Dry Run Presentation**	3/28	3/29 **Making Teams Work** • Katzenbach and Smith, *The discipline of teams* • Wetlaufer, *The team that wasn't* • Greenhalgh and Myers, *Making teams work*	3/30
4/2	4/3 **Dry Run Presentation** • Morgan, *How to become an authentic speaker*	4/4	4/5 **Dry Run Presentation** • Alley and Neeley, *A case for sentence headlines and visual evidence*	4/6
4/9	4/10 **Preparing your Client Presentation**	4/11	4/12 **High Performance Teams** • McCann and Margerison, *High-performance teams*	4/13
4/16 ***Rehearsals***	4/17 **Client Presentation**	4/18 ***Rehearsals***	4/19 **Client Presentation**	4/20 ***Individual and Team Performance Reviews due***

Monday	Tuesday	Wednesday	Thursday	Friday
4/23 ***Individual and Team Portraits due***	4/24 **Review and Evaluation** • Wrzensniewski and Dutton, *Crafting a job: Revisioning employees as active crafters of their work*	4/25	4/26	4/27

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