

***Management 100: Leadership and Communication in Groups***  
***The Wharton School, University of Pennsylvania***  
***Professors Greenhalgh, Maxwell, and Myers***  
***Fall 2011***

*“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 six recitations. Your recitation assignment 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 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.

**A note to freshmen:** The descriptions posted in webCafé provide an outline of each project. When you meet with your client and draft your letter of engagement, you will refine your project’s purpose and scope. Keep in mind that successful projects are:

- **Inspiring.** Make a real contribution to the mission of your client’s organization.
- **Challenging.** Under-promise and over-deliver on project objectives.
- **Achievable.** Although the time commitment varies from week to week, expect to spend three hours a week over a 10 week period—for a total of 300 hours per team per project.
- **Open.** Put some structure into the way you execute your project but make room for creativity.
- **Spontaneous.** Be flexible. Your client contact and project scope can change for reasons outside of anyone’s control. Showing resilience is critical to your success.
- **Within reach.** Access your project site by foot, car, taxi, or public transportation. All projects take place within the greater Philadelphia area.

- **High contact.** Build a solid relationship with your team and client. Contact your client at least once a week. Be responsive and accessible. Ask the same of your client.

***A note to upper level students:*** Your consulting project is an external communications audit—a thorough accounting of an organization’s external communications with its various stakeholders.

Focus your audit on three broad areas:

- **A Portfolio Review.** Analyze your 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 your organization’s key competitors. How are competitors communicating with stakeholders? How does your client’s communication compare?
- **Voice of Customer.** Research how customers perceive your 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?

Your audit will include both primary research (original research developed specifically for your client’s business and customers) and secondary research (a review of pre-existing analyses of industry trends, standards, and best practices). Assistance with the research component of your project is available from the Lippincott Library: [lippinco@wharton.upenn.edu](mailto:lippinco@wharton.upenn.edu); (215) 898-5924.

The finished audit provides an analysis of the Portfolio Review, Competitor Research, and Voice of Customer, identifies strengths and weaknesses, and suggests opportunities for improvement.

***A note to all students about the stewardship projects:***

- **Once you meet with your client, you will need to write a letter of engagement and email it to your client.** 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:
  - ❖ Put the purpose and scope of your project in the first paragraph.
  - ❖ 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.
- **Once you and your client have agreed upon the letter of engagement, create a work plan,** a detailed version of your letter’s action plan. You must update your work plan each week and send a weekly email to your client. Copy your team, TA and your professor (if requested).
- **Project a budget.** Each field project incurs some cost. For this reason, a **lab fee of \$20 per student will go towards covering some miscellaneous project expenses.** Once you have your budget projections in hand, cover project expenses by
  - ❖ Working with your client to see if he or she can offset some of the costs.
  - ❖ Planning a fundraiser to raise seed money for your project.
  - ❖ Requesting limited support for the cost of supplies from the Penn Book Store, the cost of transportation to and from the project site, and the cost of photocopying at Campus Copy. All expenditures of \$50 or less require the advance approval of Aviva Hirschfeld Legatt

(Aviva@wharton.upenn.edu). Expenditures greater than \$50 require advance approval from Dr. Anne M. Greenhalgh (greenhaa@wharton.upenn.edu).

- **Follow all University 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>.

**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. Teams that stay in close contact with their project consultant typically perform at a higher level than those who miss this opportunity.

**Materials:** Course materials include a required course pack and two recommended books: *Economical Writing* and *The Business Writer's Handbook*. You can purchase your course pack online at *study.net* and request to pick up a copy at Wharton Reprographics. You can buy the books at the University of Pennsylvania Book Store. A limited number of handouts and on-line instructional materials (such as the Hogan Career Report) will be charged to your bursar account.

**Academic Practice:** During the course of the semester, you will be representing your team, the Wharton School, and the University of Pennsylvania. As a representative of the University, your behavior and conduct must be exemplary. In accordance with the University's code on academic conduct, prohibited activities include cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, and unfair advantage. If you are unsure if an action constitutes a violation, please refer to the code and consult with your instructor: <http://www.vpul.upenn.edu/osl/acadint.html>.

**Assessment, Evaluation & Grading:** Since Management 100 is highly interactive and experiential, class attendance is mandatory. More than three un-excused absences will have a negative impact on your individual performance evaluation and final grade. Instructors do not grant incompletes, and grade books are closed once 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 class and the team.

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, or 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 your demonstrated ability to exercise leadership (45%) and to speak and write persuasively (40% and 15%, respectively). See the summary chart of assignments, evaluation, and grading below.

Summary of Assignments, Evaluation, and Grading						
Individual Performance	Assignment	Due Date	Lead Evaluator(s)	% Points	Sub-Totals	50%
Writing	Images of Leadership	Sept. 8	Team Advisor	2%	15%	
	Tagging Images of Leadership	Sept. 8 Sept. 22 Oct. 6 Nov. 1 Nov. 8 Dec. 1	Team Advisor	3%		
	Individual Case Analysis	Oct. 25	Team Advisor	10%		
Speaking	Status Report	Oct. 20 Oct. 27 Nov. 3 Nov. 10 Nov. 17	Instructor & Team Advisors	15%	15%	
Leadership	First Performance Review	Oct. 12	Team Advisor & Instructor	5%	20%	
	Second Performance Review	Dec. 7	Team Advisor & Instructor	15%		
Team Performance	Assignment	Due Date	Lead Evaluator(s)	% Points	Sub Totals	50%
Speaking	Client Presentation	Nov. 29	Instructor, Team Advisor & Client	15%	25%	
Speaking	Team Presentation	Dec. 6	Instructor, Team Advisor & Client	10%		
Leadership	First Team Performance Review	Oct. 12	Instructor, Client, & Team Advisor	10%	25%	
	Second Team Performance Review	Dec. 7	Instructor, Client, & Team Advisor	15%		

Monday	Tuesday	Wednesday	Thursday	Friday
9/5 <b>Labor Day</b>	9/6	9/7 <b>Recitations</b> Building a Resilient Team	9/8 <b>Images of Leadership</b>  <i>Image and essay due ~ Post and tag</i>	9/9 <b>Recitations</b> Building a Resilient Team
9/12 <b>Recitations</b> Building a Resilient Team	9/13 <b>Leadership through Service</b> <ul style="list-style-type: none"> <li>• Drucker, <i>What business can learn from non-profits</i></li> <li>• Team Case, <i>Ten minutes to make a decision</i></li> </ul>	9/14 <b>Recitations</b> Project Ranking	9/15 <b>Synergistic Decision Making</b> <ul style="list-style-type: none"> <li>• Surowiecki, <i>The wisdom of crowds</i></li> </ul> <b>Hogan Personality Inventory due</b>	9/16 <b>Recitations</b> Project Ranking
9/19 <b>Recitations</b> Project Rankings	9/20 <b>Vision, Mission, and Value</b> <ul style="list-style-type: none"> <li>• Senge, <i>The leaders' new work</i></li> <li>• Drucker, <i>What is our mission?</i></li> <li>• Lencioni, <i>Make your values mean something</i></li> </ul>	9/21 <b>Recitations</b> Client Meeting	9/22 <b>Building on Strengths</b> <ul style="list-style-type: none"> <li>• Seligman, <i>Building resilience</i></li> <li>• Roberts, Spreitzer, Dutton, Quinn, Heaphy, and Barker, <i>How to play to your strengths</i></li> </ul> <b>Character Strengths due:</b> <a href="http://www.viacharacter.org/Surveys/SurveyCenter.aspx">http://www.viacharacter.org/Surveys/SurveyCenter.aspx</a> <b>Enter: RCMX007</b>  <b>IOL ~ Select Strength</b>	9/23 <b>Recitations</b> Client Meeting

Monday	Tuesday	Wednesday	Thursday	Friday
9/26 <b>Recitations</b> Client Meeting	9/27 <b>Making the Most of Differences</b> <ul style="list-style-type: none"> <li>Rosenzweig, <i>National culture and management</i></li> <li>HBS Case, <i>Karen Leary</i></li> </ul>	9/28 <b>Recitations</b> Drafting your Email/ Letter of Engagement	9/29 <b>Leadership Potential</b> <ul style="list-style-type: none"> <li>Knowledge@Wharton, <i>Analyzing effective leaders:: Why extraverts are not always the most successful bosses</i></li> <li>Ancona, Malone, Orlikowski, and Senge, Excerpt from <i>In praise of the incomplete leader</i></li> <li>Hogan Personality Inventory, Career Report</li> </ul>	9/30 <b>Recitations</b> Drafting your Email/ Letter of Engagement
10/3 <b>Recitations</b> Drafting your Email/ Letter of Engagement	10/4 <b>Leading Responsibly</b> <ul style="list-style-type: none"> <li>Bazerman and Tenbrunsel, <i>Ethical Breakdowns</i></li> <li>HBS, <i>Professionals' quandaries</i></li> </ul> <i>Draft Email/ Letter of Engagement due</i>	10/5 <b>Recitations</b> Impromptu Speaking	10/6 <b>Leadership Behaviors</b> <ul style="list-style-type: none"> <li>Waterman and Rogers, <i>Introduction to the FIRO-B instrument</i>; FIRO-B</li> <li>Team Cases, <i>Safeguards, Can't write today, You can do the typing</i></li> </ul> <b><i>IOL~ Select Interpersonal Behavior</i></b>	10/7 <b>Recitations</b> Impromptu Speaking

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10/10 <b>Fall Break</b> <b>No Recitations</b> <b>Enjoy!</b>	10/11 <b>Fall Break</b> <b>No Class</b> <b>Enjoy!</b>	10/12 <b>Recitations</b> Research Basics Van Pelt Library Class of '55 Conference Room (room 241)  <i><b>Strength-Based Performance Review due</b></i>	10/13 <b>Presentation Skills</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>	10/14 <b>Recitations</b> Research Basics Van Pelt Library Class of '55 Conference Room (room 241)  <i><b>Self-Portrait due to TA</b></i>
10/17 <b>Recitations</b> Research Basics Van Pelt Library Class of '55 Conference Room (room 241)  <i><b>Status Report Rehearsals</b></i>	10/18 <b>Writing Skills</b> <ul style="list-style-type: none"> <li>Brusaw, Alred, and Oliu, <i>The Business writer's handbook</i></li> <li>McCloskey, <i>Economical writing</i> (supplementary text)</li> </ul> <i><b>Draft of Team Case due Post on webCafé</b></i>	10/19 <b>Recitations</b> Group Sculptures	10/20 <b>First Round Status Reports</b>  <i><b>Edit of Team Case due Post on webCafé</b></i>	10/21 <b>Recitations</b> Group Sculptures





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11/7 <b>Recitations</b> 360 Feedforward    <i>Status Report Rehearsals</i>	11/8 <b>Negotiation Styles</b> <ul style="list-style-type: none"> <li>• Shell, <i>The first foundation; A note on your personal negotiation style</i></li> <li>• Thomas and Kilmann, <i>Conflict mode instrument</i></li> </ul> <b>IOL ~ Select Negotiation Style</b>	11/9 <b>Recitations</b> 360 Feedforward	11/10 <b>Fourth Round Status Reports</b>	11/11 <b>Recitations</b> 360 Feedforward
11/14 <b>Recitations</b> 360 Feedforward    <i>Status Report Rehearsals</i>	11/15 <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>• <i>Team Fitness Test</i> (posted on webCafé)</li> </ul>	11/16 <b>Recitations</b> Project Wok	11/17 <b>Fifth Round Status Reports</b>	11/18 <b>Recitations</b> Project Work
11/21 <b>Recitations</b> Project Work   <i>Rehearsal for Practice Presentation</i>	11/22 <b>Practice Presentation</b>	11/23 <b>Recitations</b> Preparing for the Client Presentation	11/24 <b>Thanksgiving Break!</b>	11/25 <b>Enjoy!</b>

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11/28 <b>Recitations</b> Preparing for the Client Presentation  <i>Rehearsal for Client Presentation</i>	11/29 <b>Client Presentation</b>  <i>Thank You Letter due</i>	11/30 <b>Recitations</b> Preparing for Team Presentation	12/1 <b>High Performance</b> <ul style="list-style-type: none"> <li>McCann and Margerison, <i>High-performance teams</i></li> </ul> High Performance Team Exercise  <i>IOL ~ Select Work Role</i>	12/2 <b>Recitations</b> Preparing for Team Presentation
12/5 <b>Recitations</b> Preparing for the Team Presentation  <i>Rehearsal for Team Presentation</i>	12/6 <b>Team Presentation</b>	12/7 <b>Recitations</b> Wrap Up  <i>Strength-Based Performance Review due</i>	12/8 <b>Review and Evaluation</b>	12/9 <b>Recitations</b> Wrap Up  <i>Self-Portrait due to TA</i>
12/12	12/13 <b>End of Year Event</b> 5:00 p.m. Irvine Auditorium <b>President's Holiday Party</b> 8:00 p.m. President's House	12/14	12/15	12/16

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