LEADING EFFECTIVE TEAMS
MGMT 240

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THE WHARTON SCHOOL
UNIVERSITY OF PENNSYLVANIA
Required Materials

- [CP] Course Packet

Course Overview

Groups and teams are becoming a way of life in organizations. Since many myths and misconceptions abound about teams that often stand in the way of effective teamwork, learning how to design, lead, and manage teams is an important source of competitive advantage. The purpose of this course is to teach the theory and processes of group and team behavior so that you can successfully manage groups and work effectively in a variety of group settings with particular emphasis on settings requiring innovation. The course is intended for students who seek a greater understanding of teams and who wish to increase their competence in managing and working effectively in these contexts. This course is also suitable for students interested in consulting to teams for greater team effectiveness.

Course Objectives

The main objective of this course is to provide analytical and behavioral tools that will enable students to effectively diagnose complex work group dynamics and take action to improve group performance.

Course Format

The course is designed to provide you with a thorough understanding of the dynamics of team-based work settings and their effects on group performance. As a result, students will be assigned to learning teams in this class that will exist throughout the semester and will provide a context for experiencing and learning about the effects of group membership first hand. Students will participate in a variety of group exercises followed by class discussions of how participant's experiences reflect relevant theoretical constructs. Group discussion periods, written assignments, and activities will provide many opportunities for students to discuss, reflect on, and explain their group's functioning. In addition, each group will collaborate on both a case analysis and a final group consulting project described below. The primary teaching method in this course is inductive, experiential, and case-based. Much of the learning that occurs in the course involves cases, exercises, and simulations that draw on integrating cutting edge theory and research with students’ current experiences in the class as well as their experiences in teams and organizations outside of Wharton.
Course Requirements

1. **Participation (20%)**
   Participation includes attendance, preparation for, and participation in classroom activities and discussions. All of these will be monitored and graded on a class by class basis. Class participation evaluations are based on: 1) Contributions to class discussions, including preparation for class; concise, analytic use of theory from class readings and lectures; and comments which move the group analysis toward an understanding of the person or situation outlined by the case. I will “cold call” on members of the class at the beginning of cases to begin the discussion, so preparation is essential. If you are not prepared for a specific class please let me know in advance. 2) Course attendance. Absences will be counted heavily against your grade for participation – more than three unexcused absences will result in a failing (zero) participation grade. Note that attendance is critical on days when exercises are scheduled.

2. **Group ORTF Case Analysis (10%)**
   As a group, write a 5-page (double-spaced) paper that answers the following questions: Given ORTF's composition and purpose, what should Williams expect at the first meeting? How should he prepare for that meeting, and how, specifically, should the first meeting be conducted? What, if any, discussion format or procedures should be implemented? Be sure to justify your answers using concepts from this week’s readings.

3. **Final Group Consulting Project (40% -- broken down below)**
   As previously stated, one goal of this project is to deeply understand how teams function. A second goal is to give students experience collecting and analyzing data in a consulting role using process consultation, and data collection techniques discussed in class. As such learning teams will conduct research in an organization of their choice, and using theory from class, analyze the team’s effectiveness or ineffectiveness. Learning teams will use interviews and other sources of primary data to analyze how team processes occur within the client organization, and provide recommendations for their client organization and team at the end of the semester.
   a) **Final Group Consulting Project Report (20%)**
      Written report (10 pages max) detailing your analysis of the client team/company (more specific information will be provided in class).
   b) **Self-Analysis report (10%)**
      Written report (10 pages max) written by each group member individually about their own experience and learning in their individual learning team.
   c) **Final Group Presentation (5%)**
      In class, you and your learning team will give a brief professional presentation recommending a concrete action plan for your client team based on your assessment. During the presentation, the presenters will role play team consultants, and the class will role play the team receiving the feedback.
d) **Learning Team Assignments (5%)**
   As a group that will be working together throughout the semester, you will be asked to participate in a number of group activities designed to facilitate more effective teamwork. Specifically, you will be asked to develop and turn in:
   
   1. a team contract outlining ground rules for the team
   2. a 1-page Group Consulting Project progress report
   3. a learning team role analysis
   4. Group Consulting Project mini-presentation
   5. Methods and Results Section of the Group Consulting Project Report
   6. a qualitative feedback performance appraisal of team members

4. **Comprehensive Exam (30%)**
   The exam is open book.

**Grading Summary**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Group ORTF Case Analysis</td>
<td>10%</td>
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<td>Final Group Consulting Project</td>
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<td>Comprehensive Exam</td>
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<td><strong>Total</strong></td>
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Evaluation Criteria
Written work and oral presentations will be evaluated based on the following criteria:

Theory: How well can you apply the conceptual material offered in readings and lectures?

Data: How well do you utilize descriptive data to support your argument?

Analysis: How well do you integrate theory and data to create a coherent and logical argument?

Organization: How clear and well organized is your presentation of information?

Writing: How well do you reflect professional quality in grammar and writing style?

Class participation is an integral part of this course. The best class comments:

- integrate theoretical concepts with examples from cases, exercises, or real world experience
- show curiosity and a willingness to push ideas forward
- make or raise issues that are relevant to the current focus of the class
- offer support for arguments
- take into consideration the ideas offered by others and build on them
- help others feel safe about participating

Class participation will be evaluated based on the above criteria.
### At a Glance Class Schedule/ Important Due Dates

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Class Content</th>
<th>Notes (Includes Due Dates)</th>
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<tr>
<td>1</td>
<td>1/14/09</td>
<td>Groups vs. Teams</td>
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<td>2</td>
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<td>Measuring Team Performance</td>
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<td>Basics of Team Design</td>
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<td>Leading Group Brainstorming</td>
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<td>Managing Toxic Team Members</td>
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<td>Process Consultation</td>
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<td>Inter-Group Conflict</td>
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<td>Leading Teams (continued)</td>
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<td>Top Management Teams Survival Tips</td>
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Class Assignments

CLASS 1 – Groups vs. Teams

Readings:


In Class:

*Discussion Questions for “Into Thin Air” Case*

1. What critical factors led to the expedition failure?
2. Would it be accurate to call Rob Hall’s expedition group a team? What about Scott Fischer’s group – would you call this group a team?
3. If you were Rob Hall, what decisions would you have made to avoid disaster?
4. If you were to lead an expedition team up Everest, what team structures would you put in place maximize the likelihood of getting to the top of Everest and surviving the trip home?

*Posted on Web-café:*

Course Syllabus
Team Management Skills Inventory (located online)

CLASS 2 – Measuring Team Performance

Readings:

1. (CP2) HBS CASE: *Analyzing Work Groups* (Merit Case)

In Class:  

Case discussion: Merit Corporation

How effective is the NPD group at the end of Part IV of the case? What factors contributed to its effectiveness? How did the effectiveness change at the end of Part V? What might account for these changes?

Due: Team Management Skills Inventory
CLASS 3 – Basics of Team Design

Readings:


2. (CP4): Why Teams Don’t Work: HBR Interview with Richard Hackman

In Class:

*Discussion and Simulation*

CLASS 4 – Choosing the Right Mix

Readings:


2. (CP6) Team Contract

In Class: Choose Your Learning Team Members

CLASS 5 – The Role of Team Process

Readings:


2. (CP8) WIS Instructions

In Class:

Words In Sentences (WIS) Production Exercise

**Due: Team Contracts**
CLASS 6 – The Role of Team Process (continued)

Readings:


In Class:

Debrief of WIS exercise

CLASS 7 – Team Creativity

Readings:

1. (CP11) HBS NOTE: Creativity and Innovation in Organizations

In Class:

Discussion IDEO and J&J team examples

Due: Group Consulting Project Progress Report

CLASS 8 – How to Lead Brainstorming Sessions

Readings:


In Class:

Cardboard box and INSITE! Creativity Exercise
Group Project Team Formation
CLASS 9 – Managing Toxic Team Members

Readings:


In Class: Case Discussion: The Team that Wasn't Jaguar Case (assigned parts and overall case description)

CLASS 10 – Diversity: Friend or Foe

Readings:

1. (CP15) Jaguar Case

2. Individual Role Assignment (handed out in class last class period)

In Class:

Negotiation Simulation: Jaguar

CLASS 11 – Diversity: Friend or Foe

Readings:


In Class:

Debrief Jaguar
CLASS 12 – Process Consultation

Readings:


3. (CP20) Learning Team Role Analysis

In Class:

Each Learning Team Gives 5-minute Presentation of Their Client Company and Possible Issues to Explore as well as Preliminary Ideas about How to Collect Data

Due: Group Consulting Project Mini-Presentation
Due: Draft of Introduction and Methods Section to Final Group Project Report

CLASS 13 & 14 - Process Consultation (continued)

In Class: Mini-presentations continued, Learning Team Role Analysis
CLASS 15 – Task Force Leadership

Readings:


2. (CP22) HBS CASE: Meeting of the Overhead Reduction Task Force

3. (CP23) HBS NOTE: Managing A Task Force

In Class:

Case discussion & analysis of ORTF meeting video

Due: Group ORTF Case Analysis Write Up

5-page (double-spaced) paper that answers the following questions: Given ORTF’s composition and purpose, what should Williams expect at the first meeting? How should he prepare for that meeting, and how, specifically, should the first meeting be conducted? What, if any, discussion format or procedures should be implemented? Be sure to justify your answers using concepts from this week’s readings.

CLASS 16 – External Relations

Readings:


In Class:

Discussion of ORTF’s external constituents:
Which of Ancona & Caldwell's strategies should the task force use to manage these constituents?

Class 17 – Inter-group conflict

Readings:

1. (CP23) A Very Special House

In Class:

Case Discussion: A Very Special House: The Fall of the House of Lehman Brothers

CLASS 18 – Giving Feedback to Team Members

Readings:

1. (CP25) Qualitative Feedback Exercise
2. (CP26) Giving and receiving Feedback Evaluation
3. (CP27) Should You Use 360 degree Feedback for Performance Reviews

In Class:

Qualitative Feedback Exercise

Due: Learning Team Role Analysis

CLASS 19 – Implementing Teams in Organizations

Readings:

1. (CP32) HBS CASE: TRW: The Gainesville Plant

In Class:

Case Discussion: Building a team-based organization

This case involves the establishment of a team-based plant from the ground up. Five critical design decisions are made regarding (1) top management team composition, (2) task requirements, (3) reward structures, (4) leadership, and (5) training. What are the consequences of these decisions? Given what you now know about designing an effective group, how would you advise Freeman about what to do next?

CLASS 20 – Leading Teams

Readings:

In Class:

Tanagram Production Exercise

Handouts:

Tanagram Production Exercise

**Due: Self-Analysis Report**

**CLASS 21 – Leading Teams (continued)**

**Readings:**


3. (CP31) Leadership Assessment Questionnaire

In Class:

Debrief of Tanagram

**Due: Leadership Assessment Questionnaire**

**CLASS 22 – Surviving in a Top Management Team**

**Readings:**

1. (CP33) **HBS CASE: The Korf Contract**

In Class:

Case Discussion
CLASS 23– Surviving in a Top Management Team

Readings:


In Class:

Debrief

Group Project Presentations

CLASS 24
Readings:

None

In Class:

Group Consulting Project Final Presentations

CLASS 25
Readings:

None

In Class:

Group Consulting Project Final Presentations

CLASS 26
Readings:

None

In Class:

Group Consulting Project Final Presentations
CLASS 27

Readings:

None

In Class:

Group Consulting Project Final Presentations

Due: Final Group Consulting Project Write-up