



## Management 740: Leading Effective Teams

Fall 2012

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**Class Meetings:** Tue + Thu, 1:30-2:50  
105 SH-DH  
**Office Hours:** Fridays 1:00-4:00  
and by appointment

### Course Description and Objectives

This course develops your knowledge and skills for designing, leading and consulting with teams in organizations. The goals are to provide both the conceptual understanding and the behavioral skills required to improve team effectiveness. This interactive course emphasizes class participation and experiential learning. It makes use of a variety of approaches to teaching and learning, including readings, analytic and reflective writing, assessments, peer coaching, lectures, simulations, and a field project.

In this course there are four kinds of teams that are the focus of your study: teams of which you've been a member in the past; your 740 Team, with three or four other classmates; a team outside of 740 that your 740 Team will observe, analyze, and report on – your Host Team; and a team that you expect to be on in the future. The primary case material for learning and applying course concepts will be these teams that you know from direct observation and experience.

You should expect to leave this course with new knowledge of how to diagnose and intervene – as leader, member, or consultant – to improve the performance, sustainability, and impact on the members of any team in any setting.

### Readings

There are two required texts, both available at the Penn Bookstore. Other readings and course materials are available via Study.net and occasional in-class handouts. The required texts:

Hackman, J. R. (2002). *Leading Teams*. Boston: Harvard Business Press.  
Schwarz, R. (2002). *The Skilled Facilitator*. San Francisco: Jossey-Bass.

Recommended is Hackman, J. R. (1990). *Groups That Work (and Those That Don't)*. Jossey-Bass. This edited collection analyzes 27 groups using the course's main theoretical framework.

In order to gain full value from this course, the assigned readings must be done carefully and completely before class. Best practice is to take notes on the readings and follow up with me via email or during office hours about anything we don't cover in class that is of interest to you.

Assignments and Grading (details in Schedule)	% Contribution	Due
1. Background and Goals (Individual)	10	September 11
2. Team Project Goals and Plan (Team)	10	September 20
3. Team Project Report and Presentation (Team)	30	November 13
4. Synthesis and Future Application (Individual)	20	December 4
5. Participation (Individual)	30	

All written assignments (**highlighted on Schedule, below**) are due by class time on the date assigned. Format: Double-space in 12-point Times New Roman font with 1" margins around. Assignments must be on time to earn full credit; there is a 25% reduction in credit for each day late. Criteria for performance on written work: application of concepts in readings and lectures to data, depth and clarity of analysis, creativity and insight, and organization and structure.

Positive participation involves being fully prepared, curious, and compassionate in all interactions with others in our class. Participation is not limited to the classroom, for there is opportunity to contribute online (mainly via Canvas) and in your field work with your 740 Team. In addition, you will be asked to post notes after some class sessions and your performance in producing these notes is part of how your participation will be assessed.

### Classroom Expectations

Please be on time, so that we can all start at the scheduled hour; do not leave in the middle of class except for emergency; turn off phones, laptops and other electronic devices; be prepared to fully engage in discussing the topics of the day; and express curiosity about what others say.

### Schedule

September 6                    **Introduction**

September 11                **The Challenge**

*Goal: Understand the five conditions that foster team effectiveness: be a real team, have a compelling direction, have an enabling team structure, be in a supportive organizational context, and use expert coaching.*

Read:                        Hackman, Ch. 1

**Assignment:**    **Background and Goals (about two pages total) – Individual**

*This assignment will be shared with other members of your 740 Team.*

- 1. Describe a team of which you were a member at some point in your past and about which you can remember a lot of detail. What was the best thing about this team? What was the worst thing about it?*
- 2. Describe your goals for this course. What are you hoping to learn and why is this important to you? About what aspect of your behavior and performance would you like feedback from others in this class?*

September 13

### **A Real Team**

*Goal: Start observing and thinking at the group level of analysis; team task, boundaries, authority, and stability over time.*

Read:

Hackman, Ch. 2

*An in-class simulation will supplement discussion of the reading.*

September 18

### **Compelling Direction**

*Goal: Grasp the benefits of a good direction (it energizes, it orients, and it engages) and choices about clarity and completeness of goals, degree of challenge, and alignment with organizational purposes.*

Read:

Hackman, Ch. 3

September 20

### **Team Project Clinic I: Goals and Plan**

**Assignment:** Team Project Goals and Plan (about three pages total) – Team

*Your 740 Team is charged with finding a Host Team – a real one – that will allow you to gather data about it through observations, interviews, surveys, records, and unobtrusive measures. The data you will gather is for your 740 Team to use in composing a written analysis and set of recommendations about your Host Team. Hackman's concepts provide the framework for the data collection, analysis, and recommendations. The team can be a part of Penn but cannot be a Wharton student team.*

*This project is not a consultation in which your 740 Team is expected to intervene in the life of your Host Team other than by collecting data and providing a version of your Team Project Report to your Host Team.*

*For the Goals and Plan assignment, describe the following:*

- *The team's name, membership, and purpose.*
- *The name and email address of a primary contact person for the team.*
- *A statement of your 740 Team's initial direction for this project.*
- *Plan for data collection and write-up, including milestones and roles and responsibilities for the members of your team.*
- *Assets and liabilities your 740 Team has as you undertake this project.*
- *Questions and concerns about this project, to address to the class.*

September 25

### **Enabling Structure**

*Goal: Understand the main elements of team structure: work design, norms that guide and constrain team behavior, and team composition.*

Read:

Hackman, Ch. 4

September 27	<b>Team Project Clinic II: Data Collection Strategies</b>
Team Prep:	<i>Your 740 Team should bring to class the three most pressing questions you have about your data collection strategy.</i>
October 2	<b>Supportive Context I</b> <i>Goal: Explore the organizational conditions that support teamwork: the reward system, the information system, and the educational system.</i>
Read:	Hackman, Ch. 5
October 4	<b>Supportive Context II</b> <i>In-class simulation will supplement discussion of organizational contexts.</i>
October 9	<b>Expert Coaching</b> <i>Goal: Understand coaching as interaction with a team that is intended to help members use their collective resources well; their effort, performance strategies, and knowledge and skill.</i>
Read:	Hackman, Ch. 6
October 11	<b>Imperatives for Leaders</b> <i>Goal: Learn what effective leaders can do to enhance the five basic conditions that promote team effectiveness.</i>
Read:	Hackman, Ch. 7  <i>Part of this class session will be devoted to feedback about how our course is going so far and what we can do to improve it going forward.</i>
October 16	<b>Thinking Differently about Teams</b> <i>Goal: Understand the obstacles to creating the conditions for team effectiveness and what must be done to overcome them.</i>
Read:	Hackman, Ch. 8
October 18	<b>Team Project Clinic III: Opportunities + Challenges with Host Teams</b>
Team Prep:	<i>Your 740 Team should bring to class the most interesting opportunity and the most difficult challenge you are now facing in pursuing your direction.</i>

October 23	<p><b>How Facilitation Helps Groups</b></p> <p><i>Goal: Understand what it means to be a skilled facilitator, the core values of Schwarz's approach, and roles (facilitator, leader, consultant, or member) in which one can serve as a facilitator.</i></p> <p>Read: Schwarz, Chs. 1-3</p>
October 25	<p><b>Diagnosing Behavior: I</b></p> <p><i>Goal: Explore the theories, values and assumptions that guide the actions of team members and learn the nine rules for effective group process.</i></p> <p>Read: Schwarz, Chs. 4 and 5</p>
October 30	<p><b>Diagnosing Behavior: II</b></p> <p><i>Goal: Learn the six-step cycle to use in diagnosing and intervening in a group's process and explore the first two steps: how to observe group behavior and how to decide whether the behavior is helping or hindering.</i></p> <p>Read: Schwarz, Ch. 6</p>
November 1	<p><b>Intervening</b></p> <p><i>Goal: Understand whether, how and why to intervene and especially how to use the ground rules as a basis for useful intervention.</i></p> <p>Read: Schwarz, Chs. 7-9</p>
November 6	<p><b>Managing Meetings and Emotions</b></p> <p><i>Goal: Learn tips for managing the beginning and ending of meetings and understand how to express emotion in ways that add value to groups.</i></p> <p>Read: Schwarz, Chs. 11 and 12</p> <p><i>In-class simulation will supplement discussion of meetings and emotions.</i></p>
November 8	<p><b>Using Facilitative Skills in Your Own Organization and as a Leader</b></p> <p><i>Goal: Learn how to use the Skilled Facilitator approach as an internal facilitator and as a leader in your organization.</i></p> <p>Read: Schwarz, Chs. 15 and 16</p>
November 13	<p><b>Team Project Presentations</b> (first set of teams)</p> <p><b>Assignment:</b> Team Project Report and Presentation – Team</p> <p><i>Your 740 Team will produce both a written report and an in-class presentation that covers the following topics:</i></p>

- *Description and analysis of team's effectiveness.*
- *Description and analysis on your team according to Hackman's five enabling conditions.*
- *Recommendations to team for improving its effectiveness.*
- *Three main lessons your 740 Team learned about team effectiveness from what you discovered about your Host Team.*

*The written report should be between 10 and 15 pages and the in-class presentation (20 minutes, including Q&A) should have up to 10 slides.*

November 15      **Team Project Presentations** (second set of teams)

November 27      **Possibilities for Change**

*Goal: Learn about the key issues involved in contracting to work with a team as an external agent of change.*

Read:           Schwarz, Ch. 13

Indiv. Prep:      *Bring 2-3 specific ideas to help each of the other 740 Teams think through both (a) hypothetical next steps each 740 Team would take in contracting with its Host Team if it were to consult to its Host Team and (b) what each 740 Team should actually do to close its relationship with the Host Team.*

November 29      **Intra-Team Feedback**

Indiv. Prep:      *Write up to one page for each of the other members of your 740 Team with feedback for each one of them. Identify both strengths and areas for improvement, and give examples. Address the specific issues each member raised in his or her Background and Goals assignment. Bring to class a hard copy, on a separate sheet of paper, for each team member.*

December 4      **Synthesis and Future Applications** (first set of students)

Assignment:      **Synthesis and Future Applications (about 5 to 8 pages total) – Individual**

1. *Describe the three most important lessons you learned about team effectiveness from your work as a member of your 740 Team. Provide evidence and use concepts from our readings to explain your thinking.*
2. *Think ahead to a team that you expect to be working on as a member or leader sometime in the future. What do you want to make sure you do to increase the chances that this team will be effective? Provide at least three specific actions you plan to take. Explain your reasoning.*
3. *Prepare a 4-to-5-minute presentation about this content for our class.*

December 6      **Synthesis and Future Applications** (second set of students)