# Management 740: Leading Effective Teams        Fall 2014

| **Instructor:** | Prof. Stew Friedman | **Class Meetings**: | Tue + Thu, 1:30-2:50 |
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## 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 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 an intensive field project with a real team.

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 is one required text, available at the Penn Bookstore. Other readings and course materials are available via study.net, free online, and in occasional in-class handouts. The required text is Hackman, J. R. (2002). *Leading Teams*. Boston: Harvard Business Press.

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. Some of its contents are on our course's study.net.

To gain full value from this course, assigned readings must be done carefully and completely before class. Best practice tip: 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.

**Graded Assignments (details in Schedule)**        **% Contribution**        **Due**

| | % Contribution | Due |
|---|---|---|
| 1. Background and Goals (Individual) | 5 | September 2 |
| 2. Team Project Goals and Plan (Team) | 10 | September 16 |
| 3. Team Project Report and Presentation (Team) | 35 | November 20 |
| 4. Synthesis and Future Application (Individual) | 20 | December 9 |
| 5. Participation (Individual) | 30 | Throughout |

All assignments (the graded ones are 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 all written work: application of concepts in readings and lectures to data, depth and clarity of analysis, creativity and insight, and organization and structure. *Best practice tip*:  Optimal performance results from multiple drafts.

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 to readings, students will post both individual and team notes and do other preparation before many class sessions.  Performance on these notes and preparation is part of how participation is 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**

| August 28 | **Introduction** |
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September 2        **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

Graded Assignment:    Background and Goals (about two to three pages total) – Individual

This assignment will be shared with other members of our class, especially your 740 Team.

1. After reading Hackman's Chapter 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 (you'll be referring to this team again in future assignments). Using concepts from Hackman, describe the the best and the worst things about this team.

2. What did you learn from your experience in this team?
3. 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 4        **A Real Team**
                   *Goal: Start observing and thinking at the group level of analysis; team task, boundaries, authority, and stability over time.*

Read:              1. Hackman, Ch. 2
                   2. Background and Goals written by your 740 Teammates. Please be prepared to provide your comments to your teammates on how you hope to contribute to their goals for our course.

September 9        **Building Your Reputation as a Team Player**
                   *Goal: Learn what you can do to develop a reputation as someone who others can count on to create value.*

Read:              Grant, A. Givers take all:  The hidden dimension of corporate culture.

September 11       **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.  Use these concepts to inform your 740 Team's goals and plan.*

Read:              Hackman, Ch. 3

September 16       **Team Project Clinic:  Goals and Plan**

Graded Assignment:   Team Project Goals and Plan (about five to seven 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 useful recommendations for 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.

                   The results of this project should create real value for your Host Team. However, this 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. (Please see the note that each 740 Team will ask their Host Team to send to Prof. Friedman after the Project Report is completed.)
For the Goals and Plan assignment, describe the following:

- Your Host Team's name, membership, and purpose.
- The name and email of a primary contact person for the Host Team.
- Initial plan for data collection and write-up, including milestones and roles and responsibilities for each of the members of your team.
- An explanation of whether and how your 740 Team is a real team (with a team task, bounded and stable membership, and delimited authority) and what this implies for your team's effectiveness.
- A statement of your 740 Team's initial direction for this project. Describe specifically how it is challenging, clear, and consequential and, in addition, how you expect it to be motivating, orienting, and engaging of your team's knowledge and skills.
- What contextual and coaching support is available to your 740 Team, and what support is your team missing?
- Questions and concerns about this project, to address to the class.

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| September 18 | **Enabling Structure**<br>*Goal: Understand the main elements of team structure: work design, norms that guide and constrain team behavior, and team composition.* |
| Read: | Hackman, Ch. 4 |
| Individual Note: | Post on Canvas prior to class a one-page note about how one of these concepts -- design, norms, or composition – helps you understand (a) what happened on the team you wrote about in your first individual graded assignment (on your Background and Goals) and (b) what you did or could have done to alter this team's design, norms, or composition. Be specific about applying this concept in explaining the team's effectiveness. |
| September 23 | **Team Project Clinic: Methods** |
| Team Note: | Your 740 Team should post on Canvas prior to class the three most pressing questions you have about your data collection strategy and be prepared to ask for specific advice from others in the class. |
| September 25 | **No Class** |
| September 30 | **Supportive Context**<br>*Goal: Explore the organizational conditions that support teamwork: the reward system, the information system, and the educational system.* |
| Read: | Hackman, Ch. 5 |

| October 2 | **Supportive Context (cont'd)** |
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| Team Note: | Your 740 Team should post on Canvas prior to class two or three supports it needs from its context, explaining why these are important for the effectiveness of your 740 Team and giving specific suggestions for how this support might be provided. |

| October 7 | **Expert Coaching**<br>*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.* |
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| Read: | Hackman, Ch. 6 |
| Individual Note: | Post on Canvas prior to class a note on where you have seen successful and unsuccessful examples of coaching and its impact on creating either process losses or gains in effort, performance strategy, and knowledge and skill. Particularly valuable will be examples that were timed well, or poorly, in a team's task cycle at either the start, mid-point, or after action. |

| October 9 | **Fall Break** |
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| October 14 | **10-K Checkup**<br>*Goal: Conduct a mid-point review of your 740 Team.* |
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| Individual Note: | Prior to class, do Step One of 10-K Checkup for 740 Teams by posting your responses to the questions in Step One on Canvas. Please note that what you post will be visible only to Stew. You will need to bring a copy for use during our class exercise, in which your 740 Team will complete the 10-K Checkup. |

| October 16 | **Team Project Clinic: Opportunities + Challenges with Host Teams** |
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| Team Prep: | Your 740 Team should bring to class the most interesting opportunity and the most difficult challenge you are now facing in pursuing your direction in your work with your Host Team. One or more of your team will have five minutes to present the following points and take questions and advice: |

- Your 740 Team's current understanding of your team's direction and your effectiveness so far.
- The most interesting opportunity your team has – what you're most excited about – and how you plan to capitalize on it.
- The most difficult challenge your team is facing – what you're most worried about – and how you plan to manage it.
- One specific request for advice on your current plans.

| October 21 | **Imperatives for Leaders / Thinking Differently about Teams** |
| | *Goals: Learn what effective leaders can do to enhance the five basic conditions that promote team effectiveness. Understand the obstacles to creating the conditions for team effectiveness and what must be done to overcome them.* |
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| Read: | Hackman, Chs. 7 and 8 |
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| Individual Prep: | Leadership is a function of teams that can be expressed by people in formal management roles or by those who are either members of, or external to, a team; the more leadership the better. Hackman describes how effective team leaders attend first and foremost to the basic conditions of team effectiveness. Thinking back to a team about which you know from direct experience – perhaps it is the one you wrote about in your Background and Goals assignment – identify an opportunity for action that you now see, in retrospect, in which leadership might have improved the performance situation of that team. Using your knowledge gained from *Leading Teams*, prepare a five-minute lesson to teach your classmates about how leadership can improve team effectiveness. Describe the following: |

- The performance situation and how this team fared on the three dimensions of effectiveness.
- Your diagnosis of one especially significant feature of the team's interactions, structure, or context where a leadership intervention could have improved the team's effectiveness.
- Your plan, based on your diagnosis, for the specific actions that might have been taken to intervene. Identify which execution skills (p. 225) would have been most critical, why emotional maturity would have been important (pp. 226-7), and why such action would have required courage (pp. 227-9).

| October 23 | **The Skilled Facilitator Approach to Improving Team Effectiveness** |
| | *Goal: Understand the core values and assumptions of Schwarz's approach and the eight behaviors for smarter teams.* |
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| Read: | Schwarz, R. Eight behaviors for smarter teams. |
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| October 28 | **Diagnosis and Intervention** |
| | *Goals: Understand and practice applying Schwarz' six-step method for diagnosing and intervening in a group's process.* |
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| Read: | Schwarz, R. The Diagnosis-Intervention Cycle. |
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| October 30 | **Diagnosis and Intervention (cont'd)** |

| November 4 | **Schwarz Smorgasbord**<br>*Goal: Understand whether, how and why to intervene and especially how to use the ground rules as a basis for useful intervention.* |
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| Individual Note: | Visit [Roger Schwarz's Web site](#) and read one or two articles of your choice, but steer clear of the articles on dealing with emotions, the topic for our next class. Write a one-page plan for a five-minute lesson to teach your classmates about any of the key concepts and how they can be applied to improve team effectiveness, using an example from your own experience, which might include your 740 Team. |
| November 6 | **Finding Agreement as a Team and Dealing with Emotions**<br>*Goal: Learn tips for improving communication in teams to increase the likelihood of identifying and working toward common goals.* |
| Read: | Schwarz, R. Dealing with emotions. |
| Individual Prep: | After reading Schwarz's chapter on emotions, think of a time when emotions were raised in a team setting in which you were a member and the consequences were negative. Describe what occurred and the results. Then design an intervention that you can describe to our class that would have been useful in that situation, how you would have begun to implement it, and what you would hope to see as outcomes. |
| November 11 | **Leading a Team of Rivals**<br>*Goal: Learn from an important episode in U.S. history how a great president led his team to victory.* |
| Read: | Goodwin, D. Kearns, *Team of Rivals*, Introduction<br>Lincoln's Gettysburg Address |
| Individual Prep: | Watch the film *Lincoln* and prepare to discuss these questions: What is it about the Gettysburg Address that makes it a useful leadership vision? What does this film demonstrate about what a leader must do to overcome resistance? What principles from *Leading Teams* did you see in this case? |
| November 13 | **Team Project Clinic: Prep for Reports** |
| November 18 | **Team Project Presentations** (first set of teams) |
| Graded Assignment: | Team Project Report and Presentation – Team |
| | Your 740 Team will produce both a written report and an in-class presentation that covers the topics listed below. Guidelines for how much attention to allocate to each of the four sections is indicated below in %. |

The written report should be about 25 pages and the in-class presentation (20 minutes –time it well), have about 10 slides, and be memorable.

1. Description and analysis of your Host Team's effectiveness (15%).

Using whatever data you have been able to gather, describe and assess how well your Host Team is doing in terms of the three criteria for effectiveness: performance in meeting expectations of whomever evaluates the team's work (including a description of what the team does and the context in which it operates), building the team's future performance capacity, and cultivating the growth of individual members.

2. Description and analysis on your Host Team according to Hackman's five enabling conditions (35%).

Using whatever data you have been able to gather, describe and assess your Host Team with respect to the extent it is a real team, has a compelling direction, has an enabling structure, is in a supportive organizational context, and benefits from expert coaching.

3. Recommendations to team for improving its effectiveness (35%).

Based on your descriptions of your Host Team's effectiveness and how it stands on the enabling conditions, develop three-to-five practical recommendations for changes that should be made to improve your Host Team's effectiveness. Be as specific as you can about the steps that should be taken to implement each of your recommendations. Explain your reasoning and intent with direct and explicit reference to Hackman's model so that the theoretical basis for each of your recommendations is clear.

4. Three main lessons your 740 Team learned about team effectiveness from what you discovered in your work on this project with your Host Team (15%).

*Samples of previous Reports and Presentations are on Canvas.*

November 20      **Team Project Presentations** (second set of teams)

November 26      **Next Steps for Three Other 740 Teams – No Class**
                 *Goal: Provide valuable suggestions to 740 Teams on what they might do and what they can do in taking concluding steps with their Host Teams.*

Read:            Schwarz, R. Contracting.

Individual Note: Based on the presentations you saw in class (and referring to the written reports, too), and after reading Schwarz's chapter on contracting, post

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your comments about next steps for each of three other 740 Teams (the three that presented on the day your team didn't). Please write a separate note to each of these three 740 Teams. Note two to three specific ideas to help each of the other 740 Teams think through (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. Address the question of who is your primary client. Explain your reasoning throughout.

December 2          **Having an Impact**
                    *Goal: Learn about the key issues involved in contracting to work with a team as an external agent of change and plan for closure with Host Team.*

Ind. and Team Prep: First, on your own, read the comments about next steps written to your team from your classmates. Then, as a team, prepare to present to class your action plan for closing your relationship with your Host Team. This plan should include a clear statement of your understanding of who is the primary client, your specific goals for how you will try to serve the primary client's interests, and the particular steps you plan to take. Your team will have ten minutes to present.

December 4          **Feedback for Your 740 Team**
                    *Goal: Give and receive useful, constructive feedback from all members of your 740 Team and explore how to use it in the future.*

Individual Note:    Feedback for Your 740 Team Members – Individual

                    Read what each member of your 740 Team wrote in his or her Background and Goals assignment. Write up to one page for each of the other members of your 740 Team with feedback for him or her. Identify both strengths and areas for improvement – in about equal measures – and give examples. Try to address the specific issues each member raised in his or her Background and Goals assignment.

                    Note: If you are a member of a four-person team, please write about yourself in the third person, as though you were writing to about and about someone else. In this way, every class member writes four narratives.

                    Post and bring to class a hard copy on a separate sheet of paper for each member. Or, alternatively, bring an e-copy that each member can read. In class on December 4 each member of your 740 Team will have a chance to read what you and the other members of your team wrote to him/her and to respond with questions and requests for ideas about how to use this feedback in the future.

December 9          **Synthesis and Future Applications**

Graded Assignment:   Synthesis and Future Applications (about five to seven pages) – 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 (2-3 pages).
2.  Think ahead to a team that you expect to be working on as a member or leader sometime in the future.  Based on your analysis of lessons learned in Part 1, above, 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 (2-3 pages).
3.  Prepare for our class a 2-minute presentation about the one most important lesson and the one most important planned action.  The goal is to share your insights in a way that helps your classmates learn them too.  Slides are not necessary, but do whatever you can to make your big ideas come alive in a memorable way.