

Management 240: Group Dynamics

Spring 2018

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Class Meetings: Monday, 3:00 – 6:00
Vance Hall B11 and
weekly team meeting
Office Hours: By appointment

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[Canvas site](#)

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 makes use of analytic and reflective writing, peer feedback and coaching, simulations, and a field project with a real team. There are four teams that are the main focus of your study during the course:

1. A team of which you were a member in the past –we'll call this your Former Team.
2. A team to which you'll be assigned with three or four classmates – your 240 Team.
3. A team your 240 Team will find, observe, analyze, and report on – your Host Team.
4. A team you hope or expect to be on sometime down the road – your Dream Team.

The cases for applying course concepts will be these teams you and your classmates know from observation and experience. In Part I, using Hackman's model as the organizing framework, you reflect on your Former Team and your 240 Team collects data about your Host Team, then reports a rigorous analysis and recommendations for your Host Team (though this is not a consultation in which your 240 Team takes action beyond the report). In Part II we use Schwarz's ideas for improving the behavioral dynamics of teams; 240 Teams are our live cases. In Part III we distill insights for future action, including on your Dream Team.

As on the schedule below, some assignments are composed by you **individually**, others by your **240 Team** (full list on last page, detailed instructions on Canvas). 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 / Course Materials

There is one required book: Hackman, J. R. (2002), *Leading Teams* (Harvard Business Press). Other readings and course materials are available as files on Canvas posted by Prof. Friedman, as free online links, and in handouts. Students are encouraged to share relevant articles, links, and videos on Canvas. Assigned readings must be done completely before class. Follow up with Prof. Friedman about anything we don't cover in class that is of interest to you.

I: SETTING THE STAGE FOR GREAT PERFORMANCES

January 10	Introduction and Overview / The Challenge <i>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.</i>
Read	I13s and Team Reports (T3 and T4) from prior students
Read	Hackman, Preface and Ch. 1
I1	Your Goals and Team Effectiveness
January 22	A Real Team / Your Reputation / Psychological Safety <i>Start seeing teams; task, boundaries, authority, and stability over time. Learn to develop a reputation as someone whom others trust, build social capital, and create psychological safety in teams.</i>
Read	I1s written by each of your 240 Team members. Be ready to provide comments to your teammates on how you hope to contribute to their goals.
Watch	Edmundson, Building a psychologically safe workplace (TED talk).
I2	Real Teams – Read Hackman Ch. 2
M1	Team Meeting Note 1 (EOD)
January 29	Compelling Direction / Team Project Goals and Plan <i>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. Get feedback on and upgrade your 240 Team's initial plan to work with a Host Team that will allow you to gather data about it to diagnose and recommend actions for your Host Team.</i>
I3	Compelling Direction – Read Hackman, Ch. 3
T1	Team Project Goals and Plan – Must Include Final Host Team Selection
M2	Team Meeting Note 2 (EOD)

February 5	Enabling Structure / The Name Game <i>Understand the main elements of team structure: work design, norms that guide and constrain team behavior, and team composition. Demonstrate that you know the name of every student in our class. Experience the impact of hierarchy on team behavior.</i>
I4	Enabling Structure – Read Hackman Ch. 4
M3	Team Meeting Note 3 (EOD)
February 12	Supportive Context / Expert Coaching <i>Examine the organizational conditions that support teamwork: the reward system, the information system, and the educational system. Understand how to apply coaching as interactions with a team intended to help members use their collective resources well – their effort, performance strategies, and knowledge and skill – across the task cycle.</i>
I5	Supportive Context – Read Hackman Ch. 5
I6	Expert Coaching – Read Hackman Ch. 6
M4	Team Meeting Note 4 (EOD)
February 19	10K-Mile Checkup / Opportunities and Challenges for 240 Teams <i>Conduct a mid-point review of your 240 Team and experience the value of coaching interventions at the mid-point in a team's task cycle. Give and receive coaching with 240 Teams and from Prof. Friedman.</i>
I7	10K-Mile Checkup Step 1 – Re-read teammates' IIs
T2	Opportunities and Challenges for Your 240 Team
February 26	Imperatives for Leaders / 10K-Mile Checkup Redux <i>Learn what effective leaders can do to enhance the five conditions that promote team effectiveness. Understand obstacles to creating these conditions and what must be done to overcome them. Reflect on what's working and what could be improved in implementing ideas from your team's 10K-Mile Checkup. Adjust as needed.</i>
I8	Leadership Action – Read Hackman Ch. 7

II: SKILLFULLY FACILITATING TEAMS

March 12	The Mutual Learning Approach to Improving Team Effectiveness <i>Understand the core values and assumptions of Schwarz's approach and the eight behaviors for smarter teams.</i>
Read	Schwarz, Eight behaviors for smarter teams. (Article on website.)
March 19	Diagnosis and Intervention <i>Apply Schwarz' method for diagnosing and intervening in group process.</i>
M5	Team Meeting Note 5 (EOD)
March 26	Schwarz Smorgasbord <i>Teach an original lesson about Schwarz's model to your classmates.</i>
I9	Lesson from Schwarz – Read an article of your choice on his website .

III: CREATING INSIGHTS FOR FUTURE ACTION

April 2	Team Project Prep for Reports <i>Get help on making sense of data and completing your project report.</i>
April 9	Team Project Presentations (all teams) <i>Present highlights of your 240 Team's analysis and recommendations for your Host Team in an educational and engaging in-class presentation.</i>
T3	Team Project Report
T4	Team Project Presentation
I10.1 (due Apr 12)	Feedback on Team Project Presentations
I10.2 (due Apr 12)	Next Steps for Other Teams – Read Team Reports

April 16	Having an Impact / Thinking Differently about Teams / Feedback <i>Learn about the key issues involved in working with a team as an external agent of change, plan for closure with your Host Team, consider the challenges in designing organizations to support team effectiveness. Give and receive feedback from your 240 Team and explore how to use it.</i>
Read	Hackman, Ch. 8
I11.1	Feedback for Your 240 Teammates – Re-read teammates’ IIs
I11.2	Basic Teamwork Proficiency Ratings
T5 (Due Apr 17)	Follow-up with Host Team – Read feedback on Team Reports
April 23	Team Building, Actually / Synthesis and Applications <i>Now, compete to see how well your 240 Team can build something. Share plans for how you intend to have positive impact on future teams.</i>
I12	Synthesis and Applications

Reward System

The reward system for this course – aka grading – is designed to help you learn and apply the concepts so you can use them well in the future. Your course grade is based on your performance on both individual and team assignments (35% and 40%, respectively) and on your contribution to our class community (25%).

Individual and Team Assignments

Some assignments are done by you **individually** and others by your **240 Team** (list on next page). Most begin with required reading. All are visible to faculty (Prof. Friedman and TA), some are also visible to all class members, and some require two copies (one for faculty, one for class). On Canvas for each assignment are instructions in MSWord files that you download, rename, complete, and submit. Assignments are due by class time, except if otherwise noted, and must be on time to earn full credit; 25% grade reduction applied for each day late, starting at due date.

Performance criteria: Demonstrated grasp and application of course concepts to observations about teams we're studying, depth and clarity of analysis, creativity and insight, and organization. Do multiple drafts and use single-space (unless otherwise instructed), 12-point font, and 1" margins all around. Name your assignment files according to the instructions in the assignment files on Canvas. Note: You will need a Google account to post on shared Google Docs and Sheets. To help your 240 Team stay on track and to capture important data about your progress, your 240 Team will post a series of notes about your development as a team.

Contribution to Our Class Community

Attendance is required for all classes. Positive contribution involves being (a) fully prepared to accurately discuss relevant course material, (b) curious, and (c) respectful and compassionate in interactions with others. Please be on time, in fairness to your classmates, and do not leave during class except for emergency. Turn off phones, laptops, and other electronic devices. Contribution is not limited to the classroom, for there is opportunity to participate online and otherwise. Note: Class will not be held on September 24, October 3, and November 21. Most sessions are preceded by a check-in on Canvas, in which you write responses to 2-3 questions, that informs Prof. Friedman about what students are thinking about our readings. You will hear back from Prof. Friedman to indicate completion of each check-in, and further if and only if your responses either do not meet expectations *or* exceed them; most students meet expectations.

Unexcused absences result in deductions from your total contribution score. Excused absences (as defined by **Wharton policy**) should be reported via email to Prof. Friedman prior to the class. If you have more than two unexcused absences, that is grounds for dismissal from the course. For any missed class, write a one-page note to Prof. Friedman within one week of missed class that describes the central ideas of that class and their implications, after interviewing a few classmates. Finally, to pass the course at least two of your 240 Team members must say "Yes" in response to this question about you: "Does [YOUR NAME HERE] demonstrate the basic teamwork proficiency worthy of passing a Wharton course on teams?" There are two possible answers your teammates will have to say about you: Yes or No.

Assignment Schedule

Date	Team Meeting Notes	Individual and Team Written Assignments	Visibility
1/10		I1. Goals and Team Effectiveness	Class
1/22	M1	I2. Real Teams	Faculty
1/29	M2	T1. 240 Team Project Goals and Plan I3. Compelling Direction	Faculty
2/5	M3	I4. Enabling Structure	Faculty
2/12	M4	I5. Supportive Context I6. Expert Coaching	Faculty
2/19		T2. Opportunities and Challenges for your 240 Team I7. 10K Mile Checkup Step 1	Faculty
2/26		I8. Leadership Action	Faculty
3/19	M5		Faculty
3/26		I9. Lesson from Schwarz	Class
4/9		T3. Team Project Report T4. Team Project Presentation	1 for Faculty, 1 for Class
4/12		I10.1 Feedback on Team Project Presentations I10.2 Next Steps for Other 240 Teams	I10.2: 1 for Faculty, 1 for Other Teams
4/16		I11.1 Feedback for Your 240 Teammates I11.2 Basic Teamwork Proficiency Ratings	Faculty
4/17		T5. Follow-up with Host Team	Faculty
4/23		I12. Synthesis and Applications	Faculty