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Class Meetings: Tue + Thu, 4:30-5:50,
SH DH 1203 and
weekly team meeting
Office Hours: By appointment

Teaching Assistant: Michelle Rajotte (rajotte@wharton.upenn.edu)

[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. Expect to leave 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.

As on the schedule below, some assignments are done by you **individually**, others by your **240 Team** (full list on last page, detailed instructions on Canvas). All students will complete **I1, I7 through I12**, all **TDS** assignments, and three of the five **I2 through I6** assignments. Check Canvas after class on August 28 to see which assignments between **I2** and **I6** you are excused from and then complete those you are assigned.

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, on study.net, 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.

Course Schedule

August 28 **Introduction and Overview**

I: SETTING THE STAGE FOR GREAT PERFORMANCES

August 30 **The Challenge**
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 I13s and Team Reports (T3 and T4) from prior students.
Hackman, Preface and Ch. 1.

TDS Complete [Effectiveness](#) tab of TDS about your FT and update Google Sheet.

I1 Your Goals and Team Effectiveness.

September 4 **A Real Team**
Start seeing teams; task, boundaries, authority, and stability over time.

Read I1s written by each of your 240 Team members. Prepare comments to your teammates on how you hope to contribute to their goals.
Hackman, Ch. 2.

TDS Complete [Real](#) tab of TDS about your FT and update Google Sheet.

I2 Real Teams – *check Canvas to see if you are assigned or excused.*

M1 Team Meeting Note 1 (by end of day – EOD).

September 6 **Your Reputation for Trustworthiness and Psychological Safety**
Learn to develop a reputation as someone whom others trust, build social capital, and create psychological safety in teams.

Watch Edmundson, [Building a psychologically safe workplace](#) (TED talk).

September 13 **Compelling Direction**
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.

TDS Complete [Direction](#) tab of TDS about your FT and update Google Sheet.

I3 Compelling Direction – *check Canvas to see if assigned or excused.*

M2 Team Meeting Note 2 (EOD).

September 18	<p>Team Project Goals and Plan <i>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></p>
T1	<p>Team Project Goals and Plan – Must Include Final Host Team Selection.</p>

September 20	<p>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.</i></p>
Read	<p>Hackman, Ch.4.</p>
TDS	<p>Complete Structure tab of TDS about your FT and update Google Sheet.</p>
I4	<p>Enabling Structure – <i>check Canvas to see if assigned or excused.</i></p>
M3	<p>Team Meeting Note 3 (EOD).</p>

September 25	<p>Supportive Context I <i>Experience the impact of hierarchy on team behavior.</i></p>
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September 27	<p>Supportive Context II <i>Examine the organizational conditions that support teamwork: the reward system, the information system, and the educational system.</i></p>
Read	<p>Hackman, Ch.5.</p>
TDS	<p>Complete Context tab of TDS about your FT and update Google Sheet.</p>
I5	<p>Supportive Context – <i>check Canvas to see if assigned or excused.</i></p>

October 2	<p>Expert Coaching <i>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></p>
Read	<p>Hackman, Ch.6.</p>
TDS	<p>Complete Coaching tab of TDS about your FT and update Google Sheet.</p>
I6	<p>Expert Coaching – <i>check Canvas to see if assigned or excused.</i></p>
M4	<p>Team Meeting Note 4 (EOD).</p>

October 9 **10K-Mile Checkup**
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.

I7 10K-Mile Checkup Step 1 – Re-read teammates' IIs.

October 11 **Opportunities and Challenges for Your 240 Team**
Give and receive coaching with 240 Teams and from Prof. Friedman.

T2 Opportunities and Challenges for Your 240 Team.

October 16 **Imperatives for Leaders**
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.

I8 Leadership Action – Read Hackman Ch. 7.

October 18 **10K-Mile Checkup Redux**
Reflect on what's working and what could be improved in implementing ideas from your team's 10K-Mile Checkup. Adjust as needed.

M5 Team Meeting Note 5 (EOD).

II: SKILLFULLY FACILITATING TEAMS

October 25 **The Mutual Learning Approach to Improving Team Effectiveness**
Understand the core values and assumptions of Schwarz's approach and the eight behaviors for smarter teams.

Read Schwarz, Eight behaviors for smarter teams. ([Article on website.](#))

October 30 **Diagnosis and Intervention I**
Apply Schwarz' method for diagnosing and intervening in group process.

November 1 **Diagnosis and Intervention II / Schwarz Smorgasbord**
Continue practicing Schwarz' method. Teach an original lesson about Schwarz's model to your classmates.

I9 Lesson from Schwarz – Read an article of your choice on his [website](#).

III: CREATING INSIGHTS FOR FUTURE ACTION

November 6	Team Project Prep for Reports <i>Get help on making sense of data and completing your project report.</i>
November 13	Team Project Presentations (first set of 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.
November 15	Team Project Presentations (second set of teams)
November 20	Feedback and Next Steps for Other 240 Teams (No Class Meeting) <i>Evaluate other 240 Teams' presentations and, separately, after reading their reports, provide suggestions on what they might do, and what they can do, in taking their concluding steps with their Host Teams.</i>
I10.1	Feedback on Team Project Presentations.
I10.2	Next Steps for Other Teams – Read Team Reports.
November 27	Having an Impact / Thinking Differently about Teams <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.</i>
Read	Hackman, Ch. 8.
T5 (Due Nov 28)	Follow-up with Host Team – Read feedback on Team Reports (EOD).
November 29	Feedback for Your 240 Team <i>Give and receive feedback from your 240 Team and explore how to use it.</i>
I11.1	Feedback for Your 240 Teammates – Re-read teammates' IIs.
I11.2	Basic Teamwork Proficiency Ratings.
December 4	Team Building Actually <i>Now, compete to see how well your 240 Team can build something.</i>
December 6	Synthesis and Applications <i>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). All reading is required, whether you are completing the assignment or not. Assignments 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 or a link to an Excel file to complete. 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 and time. You will receive feedback from either Prof. Friedman or our TA on your assignments, and are welcome, though not expected, to respond to these comments. However, it is course policy to not adjust grades on assignments to account for any such responses.

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 meeting 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 through our Canvas site and otherwise.

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 (on November 29): Yes or No.

Assignment Schedule

Date	Team Meeting Notes	Individual and Team Written Assignments	Visibility
8/30		I1. Goals and Team Effectiveness	Class
9/4	M1	TDS and I2. Real Teams	Faculty
9/13	M2	TDS and I3. Compelling Direction	Faculty
9/18		T1. 240 Team Project Goals and Plan	Faculty
9/20	M3	TDS and I4. Enabling Structure	Faculty
9/27		TDS and I5. Supportive Context	Faculty
10/2	M4	TDS and I6. Expert Coaching	Faculty
10/9		I7. 10K Mile Checkup Step 1	Faculty
10/11		T2. Opportunities and Challenges for your 240 Team	Faculty
10/16		I8. Leadership Action	Faculty
10/18	M5		Faculty
11/1		I9. Lesson from Schwarz	Class
11/13		T3. Team Project Report T4. Team Project Presentation	1 for Faculty, 1 for Class
11/20		I10.1 Feedback on Team Project Presentations I10.2 Next Steps for Other 240 Teams	I10.2: 1 for Faculty, 1 for Other Teams
11/28		T5. Follow-up with Host Team	Faculty
11/29		I11.1 Feedback for Your 240 Teammates I11.2 Basic Teamwork Proficiency Ratings	Faculty
12/6		I12. Synthesis and Applications	Faculty