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 740 Team.
3. A team your 740 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 740 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 740 Team takes action beyond the report). In Part II we use Schwarz’s ideas for improving the behavioral dynamics of teams; 740 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 740 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 – including chapters from Schwarz, R. (2017), The Skilled Facilitator, Third Ed. (Jossey-Bass) – 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 29</td>
<td>Introduction and Overview</td>
<td><strong>I: SETTING THE STAGE FOR GREAT PERFORMANCES</strong></td>
</tr>
<tr>
<td>August 31</td>
<td>The Challenge</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>I1</td>
<td>Your Goals and Team Effectiveness – Read I13s and Team Reports (T3 and T4) from prior students and Hackman Ch. 1</td>
</tr>
<tr>
<td>September 5</td>
<td>A Real Team</td>
<td>Start seeing teams; task, boundaries, authority, and stability over time.</td>
</tr>
<tr>
<td></td>
<td>Read</td>
<td>I1s written by each of your 740 Team members. Be ready to provide comments to your teammates on how you hope to contribute to their goals.</td>
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<td></td>
<td>I2</td>
<td>Real Teams – Read Hackman Ch. 2</td>
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<td></td>
<td>M1</td>
<td>Team Meeting Note 1 (EOD)</td>
</tr>
<tr>
<td>September 7</td>
<td>Your Reputation for Trustworthiness and Psychological Safety</td>
<td>Learn to develop a reputation as someone whom others trust, build social capital, and create psychological safety in teams.</td>
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<tr>
<td></td>
<td>Watch</td>
<td>Edmundson, [Building a psychologically safe workplace](<a href="https://www.ted.com/talks/edmundson_bui">https://www.ted.com/talks/edmundson_bui</a>...</td>
</tr>
<tr>
<td>September 12</td>
<td>Compelling Direction</td>
<td>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.</td>
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<tr>
<td></td>
<td>I3</td>
<td>Compelling Direction – Read Hackman, Ch. 3</td>
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<tr>
<td></td>
<td>M2</td>
<td>Team Meeting Note 2 (EOD)</td>
</tr>
<tr>
<td>September 14</td>
<td>Team Project Goals and Plan</td>
<td>Get feedback on and upgrade your 740 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.</td>
</tr>
<tr>
<td></td>
<td>T1</td>
<td>Team Project Goals and Plan – <strong>Must Include Final Host Team Selection</strong></td>
</tr>
</tbody>
</table>
September 19  
**Enabling Structure / The Name Game**

*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.*

I4  
Enabling Structure – Read Hackman Ch. 4

M3  
Team Meeting Note 3 (EOD)

September 26  
**Supportive Context I**

*Experience the impact of hierarchy on team behavior.*

September 28  
**Supportive Context II**

*Examine the organizational conditions that support teamwork: the reward system, the information system, and the educational system.*

I5  
Supportive Context – Read Hackman Ch. 5

M4  
Team Meeting Note 4 (EOD)

October 10  
**Expert Coaching**

*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.*

I6  
Expert Coaching – Read Hackman Ch. 6

October 12  
**10K-Mile Checkup**

*Conduct a mid-point review of your 740 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’ I1s

October 17  
**Opportunities and Challenges for Your 740 Team**

*Give and receive coaching with 740 Teams and from Prof. Friedman.*

T2  
Opportunities and Challenges for Your 740 Team

October 19  
**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
II: SKILLFULLY FACILITATING TEAMS

October 24

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)

October 26

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 31

Diagnosis and Intervention I
Apply Schwarz’ method for diagnosing and intervening in group process.

Read
Schwarz, Chs. 7-10, on diagnosing and intervening with groups, from The Skilled Facilitator, Third Edition.

November 2

Diagnosis and Intervention II
Continue practicing Schwarz’ method.

November 7

Schwarz Smorgasbord
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 9

Team Project Prep for Reports
Get help on making sense of data and completing your project report.

November 14

Team Project Presentations (first set of teams)
Present highlights of your 740 Team’s analysis and recommendations for your Host Team in an educational and engaging in-class presentation.

T3
Team Project Report

T4
Team Project Presentation

November 16

Team Project Presentations (second set of teams)
| November 21 | Feedback and Next Steps for Other 740 Teams (No Class Meeting)  
Evaluate other 740 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. |
| I10.1 | Feedback on Team Project Presentations |
| I10.2 | Next Steps for Other Teams – Read Team Reports |
| November 28 | **Having an Impact / Thinking Differently about Teams**  
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. |
| | Read Hackman, Ch. 8 |
| T5 (Due Nov 29) | Follow-up with Host Team – Read feedback on Team Reports |
| November 30 | **Feedback for Your 740 Team**  
Give and receive feedback from your 740 Team and explore how to use it. |
| I11.1 | Feedback for Your 740 Teammates – Re-read teammates’ I1s |
| I11.2 | Basic Teamwork Proficiency Ratings |
| December 5 | **Team Building, Actually**  
Now, compete to see how well your 740 Team can build something. |
| December 7 | **Synthesis and Applications II**  
Share plans for how you intend to have positive impact on future teams. |
| 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 740 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 740 Team stay on track and to capture important data about your progress, your 740 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 740 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 30): Yes or No.
## Assignment Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Team Meeting Notes</th>
<th>Individual and Team Written Assignments</th>
<th>Visibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td></td>
<td>I1. Goals and Team Effectiveness</td>
<td>Class</td>
</tr>
<tr>
<td>9/5</td>
<td>M1</td>
<td>I2. Real Teams</td>
<td>Faculty</td>
</tr>
<tr>
<td>9/12</td>
<td>M2</td>
<td>I3. Compelling Direction</td>
<td>Faculty</td>
</tr>
<tr>
<td>9/14</td>
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<td>T1. 740 Team Project Goals and Plan</td>
<td>Faculty</td>
</tr>
<tr>
<td>9/19</td>
<td>M3</td>
<td>I4. Enabling Structure</td>
<td>Faculty</td>
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<td>9/28</td>
<td>M4</td>
<td>I5. Supportive Context</td>
<td>Faculty</td>
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<tr>
<td>10/10</td>
<td></td>
<td>I6. Expert Coaching</td>
<td>Faculty</td>
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<tr>
<td>10/12</td>
<td></td>
<td>I7. 10K Mile Checkup Step 1</td>
<td>Faculty</td>
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<tr>
<td>10/17</td>
<td></td>
<td>T2. Opportunities and Challenges for your 740 Team</td>
<td>Faculty</td>
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<tr>
<td>10/19</td>
<td></td>
<td>I8. Leadership Action</td>
<td>Faculty</td>
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<td>10/24</td>
<td>M5</td>
<td></td>
<td>Faculty</td>
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<tr>
<td>11/7</td>
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<td>I9. Lesson from Schwarz</td>
<td>Class</td>
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<tr>
<td>11/14</td>
<td></td>
<td>T3. Team Project Report</td>
<td>1 for Faculty, 1 for Class</td>
</tr>
<tr>
<td>11/21</td>
<td></td>
<td>T4. Team Project Presentation</td>
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</tr>
<tr>
<td>11/21</td>
<td>I10.1 Feedback on Team Project Presentations</td>
<td>I10.2 Next Steps for Other 740 Teams</td>
<td>I10.2: 1 for Faculty, 1 for Other Teams</td>
</tr>
<tr>
<td>11/29</td>
<td></td>
<td>T5. Follow-up with Host Team</td>
<td>Faculty</td>
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<tr>
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<td>I11.1 Feedback for Your 740 Teammates I11.2 Basic Teamwork Proficiency Ratings</td>
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<tr>
<td>12/8</td>
<td></td>
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