

**LEADING EFFECTIVE TEAMS  
MGMT 240**

**PROFESSOR JENNIFER MUELLER**

**THE WHARTON SCHOOL  
UNIVERSITY OF PENNSYLVANIA**

Professor Jennifer Mueller  
Department of Management  
3014 SHDH  
Phone: 215-898-6391  
Fax: 215-898-0401  
Email: [jennm@wharton.upenn.edu](mailto:jennm@wharton.upenn.edu)

Office Hours by appointment

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## **Required Materials**

- [CP] Course Packet

## **Course Overview**

Groups and teams are becoming a way of life in organizations. Since many myths and misconceptions abound about teams that often stand in the way of effective teamwork, learning how to design, lead and manage teams is an important source of competitive advantage. The purpose of this course is to teach the theory and processes of group and team behavior so that you can successfully manage groups and work effectively in a variety of group settings with particular emphasis on settings requiring innovation. The course is intended for students who seek a greater understanding of teams and who wish to increase their competence in managing and working effectively in these contexts. This course is also suitable for students interested in consulting to teams for greater team effectiveness.

## **Course Objectives**

The main objective of this course is to provide analytical and behavioral tools that will enable students to effectively diagnose complex work group dynamics and take action to improve group performance.

## **Course Format**

The course is designed to provide you with a thorough understanding of the dynamics of team-based work settings and their effects on group performance. As a result, students will be assigned to learning teams in this class that will exist throughout the semester and will provide a context for experiencing and learning about the effects of group membership first hand. Students will participate in a variety of group exercises followed by class discussions of how participant's experiences reflect relevant theoretical constructs. Group discussion periods, written assignments, and activities will provide many opportunities for students to discuss, reflect on, and explain their group's functioning. In addition, each group will collaborate on both a case analysis and a final group consulting project described below. The primary teaching method in this course is inductive, experiential, and case-based. Much of the learning that occurs in the course involves cases, exercises, and simulations that draw on integrating cutting edge theory and research with students' current experiences in the class as well as their experiences in teams and organizations outside of Wharton.

## Course Requirements

### 1. Participation (20%)

Participation includes attendance, preparation for, and participation in classroom activities and discussions. All of these will be monitored and graded on a class by class basis. Class participation evaluations are based on: 1) Contributions to class discussions, including preparation for class; concise, analytic use of theory from class readings and lectures; and comments which move the group analysis toward an understanding of the person or situation outlined by the case. I will “cold call” on members of the class at the beginning of cases to begin the discussion, so preparation is essential. If you are not prepared for a specific class please let me know in advance. 2) Course attendance. **Absences will be counted heavily against your grade for participation – more than three unexcused absences will result in a failing (zero) participation grade.** Note that attendance is critical on days when exercises are scheduled.

### 2. Group ORTF Case Analysis (10%)

As a group, write a 5-page (double-spaced) paper that answers the following questions: Given ORTF's composition and purpose, what should Williams expect at the first meeting? How should he prepare for that meeting, and how, specifically, should the first meeting be conducted? What, if any, discussion format or procedures should be implemented? Be sure to justify your answers using concepts from this week's readings.

### 3. Final Group Consulting Project (40% -- broken down below)

As previously stated, one goal of this project is to deeply understand how teams function. A second goal is to give students experience collecting and analyzing data in a consulting role using process consultation, and data collection techniques discussed in class. As such learning teams will conduct research in an organization of their choice, and using theory from class, analyze the team's effectiveness or ineffectiveness. Learning teams will use interviews and other sources of primary data to analyze how team processes occur within the client organization, and provide recommendations for their client organization and team at the end of the semester.

#### a) Final Group Consulting Project Report (20%)

Written report (10 pages max) detailing your analysis of the client team/company (more specific information will be provided in class).

#### b) Self-Analysis report (10%)

Written report (10 pages max) written by each group member individually about their own experience and learning in their individual learning team.

#### c) Final Group Presentation (5%)

In class, you and your learning team will give a brief professional presentation recommending a concrete action plan for your client team based on your assessment. During the presentation, the presenters will role play team consultants, and the class will role play the team receiving the feedback.

**d) Learning Team Assignments (5%)**

As a group that will be working together throughout the semester, you will be asked to participate in a number of group activities designed to facilitate more effective teamwork. Specifically, you will be asked to develop and turn in:

- (1) a team contract outlining ground rules for the team
- (2) a 1-page Group Consulting Project progress report
- (3) a learning team role analysis
- (4) Group Consulting Project mini-presentation
- (5) Methods and Results Section of the Group Consulting Project Report
- (6) a qualitative feedback performance appraisal of team members

**4. Comprehensive Exam (30%)**

The exam is open book.

**Grading Summary**

Participation	20%
Group ORTF Case Analysis	10%
Final Group Consulting Project	40%
Comprehensive Exam	<u>30%</u>
	100%

## Evaluation Criteria

Written work and oral presentations will be evaluated based on the following criteria:

<u>Theory:</u>	How well can you apply the conceptual material offered in readings and lectures?
<u>Data:</u>	How well do you utilize descriptive data to support your argument?
<u>Analysis:</u>	How well do you integrate theory and data to create a coherent and logical argument?
<u>Organization:</u>	How clear and well organized is your presentation of information?
<u>Writing:</u>	How well do you reflect professional quality in grammar and writing style?

Class participation is an integral part of this course. The best class comments:

- integrate theoretical concepts with examples from cases, exercises, or real world experience
- show curiosity and a willingness to push ideas forward
- make or raise issues that are relevant to the current focus of the class
- offer support for arguments
- take into consideration the ideas offered by others and build on them
- help others feel safe about participating

Class participation will be evaluated based on the above criteria.

**At a Glance Class Schedule/ Important Due Dates**

<b>Class #</b>	<b>Date</b>	<b>Class Content</b>	<b>Notes (Includes Due Dates)</b>
<b>1</b>	1/14/09	Groups vs. Teams	
<b>2</b>		Measuring Team Performance	
<b>3</b>		Basics of Team Design	
<b>4</b>		Choosing the Right Mix	
<b>5</b>		The Role of Team Process	
<b>6</b>		The Role of Team Process (continued)	
<b>7</b>		Team Creativity	
<b>8</b>		Leading Group Brainstorming	
<b>9</b>		Managing Toxic Team Members	
<b>10</b>		Diversity: Friend or Foe	
<b>11</b>		Diversity: Friend or Foe	
<b>12</b>		Process Consultation	
<b>13</b>		Group Project Check-in	
<b>14</b>		Group Project Check-in (continued)	
<b>15</b>		Task Force Leadership	
<b>16</b>		External Relations	
<b>17</b>		Inter-Group Conflict	
<b>18</b>		Giving Feedback to Team Members	
<b>19</b>		Implementing Teams in the Organization	
<b>20</b>		Leading Teams	
<b>21</b>		Leading Teams (continued)	
<b>22</b>		Top Management Teams Survival Tips	
<b>23</b>		Top Management Teams Survival Tips	
<b>24</b>		Group Project Presentations	
<b>25</b>		Group Project Presentations	
<b>26</b>		Group Project Presentations	
<b>27</b>		Group Project Presentations	

## Class Assignments

### CLASS 1 – Groups vs. Teams

#### Readings:

1. (*Posted on Web-café*):(CP1) - Krakauer, J. (September, 1996). Into Thin Air. **Outside Magazine**.

#### In Class:

##### *Discussion Questions for “Into Thin Air” Case*

- 1) What critical factors led to the expedition failure?
- 2) Would it be accurate to call Rob Hall’s expedition group a team? What about Scott Fischer’s group – would you call this group a team?
- 3) If you were Rob Hall, what decisions would you have made to avoid disaster?
- 4) If you were to lead an expedition team up Everest, what team structures would you put in place maximize the likelihood of getting to the top of Everest and surviving the trip home?

#### Posted on Web-café:

Course Syllabus  
Team Management Skills Inventory (located online)

### CLASS 2 – Measuring Team Performance

#### Readings:

1. (CP2) HBS CASE: **Analyzing Work Groups** (Merit Case)

#### In Class: Case discussion: Merit Corporation

How effective is the NPD group at the end of Part IV of the case? What factors contributed to its effectiveness? How did the effectiveness change at the end of Part V? What might account for these changes?

#### **Due: Team Management Skills Inventory**





**CLASS 3 – Basics of Team Design**Readings:

1. (*Posted on Web-café*): (CP3) - Thompson, L. (2007). **Chapter 4: Designing the Team**, pp 79-106. In Making the Team. Upper Saddle River, NJ: Pearson Education Inc.
2. (CP4): Why Teams Don't Work: HBR Interview with Richard Hackman

In Class:

*Discussion and Simulation*

**CLASS 4 –Choosing the Right Mix**Readings:

1. (CP5) Larson, C. E., & LeFasto, F. M. (1989). **Chapter 4 – Competent Team Members**, pp 59-73. In Teamwork: What must go right/What can go wrong. Newbury Park, CA: Sage.
2. (CP6) Team Contract

In Class: Choose Your Learning Team Members

**CLASS 5– The Role of Team Process**Readings:

1. (CP7) **Restructuring Teams for the Re-Engineered Organization.** Nahavandi, A., and Eileen Aranda. (1994). Restructuring Teams for the Re-engineered Organization. Academy of Management Executive, 8, 58-68.
2. (CP8) WIS Instructions

In Class:

Words In Sentences (WIS) Production Exercise

**Due: Team Contracts**

**CLASS 6– The Role of Team Process (continued)**Readings:

1. (CP9) Thompson, L. (2007). **Chapter 7: Team Decision Making**, pp 165-200. In Making the Team. Upper Saddle River, NJ: Pearson Education Inc.
2. (CP10) **When Teammates Raise a White Flag**. Mulvey, P., John V., & Elsass, P. (1996). When Teammates Raise a White Flag. Academy of Management Executive, 10, 40-49.

In Class:

Debrief of WIS exercise

**CLASS 7 – Team Creativity**Readings:

1. (CP11) **HBS NOTE: Creativity and Innovation in Organizations**

In Class:

Discussion IDEO and J&J team examples

**Due: Group Consulting Project Progress Report****CLASS 8 – How to Lead Brainstorming Sessions**Readings:

1. (CP12) **How to Kill Creativity**. Amabile, T., M. (1998). How to Kill Creativity, Harvard Business Review, 77-87.

In Class:

Cardboard box and INSITE! Creativity Exercise  
Group Project Team Formation

**CLASS 9 – Managing Toxic Team Members**Readings:

1. (CP13) HBR CASE: Wetlaufer, S. (1994). **The Team That Wasn't**, Harvard Business Review, 4-7.
2. (CP14) **Managing Conflict**. In Whetton D., & Cameron, K. (1995). Managing Conflict, Developing Management Skills. 3<sup>rd</sup> ed. New York, NY: HarperCollins, 412-451.

In Class: Case Discussion: The Team that Wasn't

Jaguar Case (assigned parts and overall case description)

**CLASS 10 – Diversity: Friend or Foe**Readings:

1. (CP15) Jaguar Case
2. Individual Role Assignment (handed out in class last class period)

In Class:

Negotiation Simulation: Jaguar

**CLASS 11 – Diversity: Friend or Foe**Readings:

1. (CP16) - Thompson, L. (2007). **Chapter 6: Sharpening the Team Mind**, pp 22-44. In Making the Team. Upper Saddle River, NJ: Pearson Education Inc.
2. (CP17) **Diluting Diversity: Implications for Intergroup Inequality in Organizations**. Linnehan, F. & Konrad, A. (1999). Diluting Diversity: Implications for Intergroup Inequality in Organizations. Journal of Management Inquiry, 8, 399-414.

In Class:

Debrief Jaguar

## **CLASS 12 –Process Consultation**

### Readings:

1. (CP18) **Chapter 3, Communication Processes.** Schein, E. (1969). Process Consultation: Its Role in Organization Development. New York, NY: Addison-Wesley Publishing Company, 10, 15-30.
2. (CP19) **Teaching Smart People To Learn:** Argyris, C. (1991). Teaching Smart People How to Learn. Harvard Business Review, 99-109.
3. (CP20) Learning Team Role Analysis

### In Class:

Each Learning Team Gives 5-minute Presentation of Their Client Company and Possible Issues to Explore as well as Preliminary Ideas about How to Collect Data

**Due: Group Consulting Project Mini-Presentation**

**Due: Draft of Introduction and Methods Section to Final Group Project Report**

## **CLASS 13 &14 - Process Consultation (continued)**

In Class: Mini-presentations continued, Learning Team Role Analysis

**CLASS 15 – Task Force Leadership**Readings:

1. (CP21) **Principles for Managing Meetings.** Whetton, D., & Cameron, K. (1991). Principles for Managing Meetings. Developing Management Skills. New York, NY: HarperCollins Publishers Inc., 454-476.
2. (CP22) **HBS CASE: Meeting of the Overhead Reduction Task Force**
3. (CP23) **HBS NOTE: Managing A Task Force**

In Class:

Case discussion & analysis of ORTF meeting video

**Due: Group ORTF Case Analysis Write Up**

5-page (double-spaced) paper that answers the following questions: Given ORTF's composition and purpose, what should Williams expect at the first meeting? How should he prepare for that meeting, and how, specifically, should the first meeting be conducted? What, if any, discussion format or procedures should be implemented? Be sure to justify your answers using concepts from this week's readings.

**CLASS 16 – External Relations**Readings:

1. (CP24) **Outward Bound: Strategies for Team Survival** (Focus on pp. 344-356). Ancona, D. (1990). Outward Bound: Strategies for Team Survival in an Organization. Academy of Management Journal, 33, 334-365.

In Class:

Discussion of ORTF's external constituents:

Which of Ancona & Caldwell's strategies should the task force use to manage these constituents?

**Class 17 – Inter-group conflict**Readings:

1. (CP23) **A Very Special House**
2. (CP24) **When Teammates Raise a White Flag:** Mulvey, P., John V., & Elsass, P. (1996). When teammates raise a white flag, Academy of Management Executive, 10, 40-49.

In Class:

Case Discussion: A Very Special House: The Fall of the House of Lehman Brothers

**CLASS 18 – Giving Feedback to Team Members**Readings:

1. (CP25) Qualitative Feedback Exercise
2. (CP26) Giving and receiving Feedback Evaluation
3. (CP27) Should You Use 360 degree Feedback for Performance Reviews

In Class:

Qualitative Feedback Exercise

**Due: Learning Team Role Analysis****CLASS 19 – Implementing Teams in Organizations**Readings:

1. (CP32) HBS CASE: TRW: **The Gainesville Plant**

In Class:

Case Discussion: Building a team-based organization

This case involves the establishment of a team-based plant from the ground up. Five critical design decisions are made regarding (1) top management team composition, (2) task requirements, (3) reward structures, (4) leadership, and (5) training. What are the consequences of these decisions? Given what you now know about designing an effective group, how would you advise Freeman about what to do next?

**CLASS 20 – Leading Teams**Readings:

1. (CP28) **The New Post Heroic Leadership.** Huey, J. (1994). The New Post-heroic Leadership. Fortune, 42-50.

In Class:

Tanagram Production Exercise

Handouts:

Tanagram Production Exercise

**Due: Self-Analysis Report**

**CLASS 21– Leading Teams (continued)**

Readings:

1. (CP29) **Groups Under Contrasting Management Strategies.** Walton, R., & Hackman, R. (1986). Groups Under Contrasting Management Strategies. (Ed. Goodman, P.) Designing Effective Work Groups. San Francisco, CA: Jossey-Bass Publishers, 168-201.
2. (CP30) **Chapter 5, Taking the Learner Role.** Hirschhorn, L. (1991). Taking the Learner Role. Managing in the New Team Environment. New York, NY: Addison-Wesley Publishing Company, Inc., 91-97.
3. (CP31) Leadership Assessment Questionnaire

In Class:

Debrief of Tanagram

**Due: Leadership Assessment Questionnaire**

**CLASS 22 – Surviving in a Top Management Team**

Readings:

1. (CP33) **HBS CASE: The Korf Contract**

In Class:

Case Discussion

### **CLASS 23– Surviving in a Top Management Team**

Readings:

1. (CP34) **Understanding Power in Organizations.** Pfeffer, J. (1992). Understanding Power in Organizations. Boston, MA: Harvard Business School Press.

In Class:

Debrief

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### ***Group Project Presentations***

#### **CLASS 24**

Readings:

None

In Class:

Group Consulting Project Final Presentations

#### **CLASS 25**

Readings:

None

In Class:

Group Consulting Project Final Presentations

#### **CLASS 26**

Readings:

None

In Class:

Group Consulting Project Final Presentations



**CLASS 27**

Readings:

None

In Class:

Group Consulting Project Final Presentations

**Due: Final Group Consulting Project Write-up**