

Revised June 1, 2015

# **DYNAMICS OF WORK & WORK ORGANIZATION**

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*This syllabus may be modified during the semester. Don't count on it after the course begins – use the Assignments and Announcements on Sakai. All essential information and updates will be on the Sakai home page.*

## **Course Goals and Student Learning Objectives**

Work groups of various types are increasingly important to modern organizations. Consequently group skills are emerging as a core competency for managers and employees at all levels.

This course will focus on the functioning of teams and relations. It will be heavily experiential, with hands-on exercises to develop skills and understanding.

### **Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

- Demonstrate ability to structure team projects and work productively in groups.
- Demonstrate competence in diagnosing group performance problems using appropriate theories and models.
- Demonstrate an understanding of a model of effective groups in simulations and discussions.
- Demonstrate understanding of fundamental social science theories, and concepts relating to the dynamics of work teams, including the necessary conditions for effective cooperation and motivation.
  - the ability to apply these general theories to the understanding of particular cases and current events.
  - the ability to analyze and synthesize information and ideas from multiple sources to generate new insights.
- Demonstrate proficiency in written and oral communication.

## Course topic modules

Week 1: Introduction

Weeks 2-3: Personality types and group roles

Weeks 4-5: Effective feedback & ladder of inference

Weeks 6-7: Group dynamics

Weeks 8-9: Leadership

Weeks 10-11: Mutual-gains negotiation

Weeks 12-13: Group problem-solving

Weeks 14: Close

## Logistics & requirements

### Course materials

- Readings and all other course materials will be available on the course's Sakai site.

### Assignments and assessment

- Weekly assignments will consist of some combination of readings, writing, and exercises, and work on your group projects.
  - All readings will be posted on Sakai; there is no textbook.
  - Some of the writing tasks will be individual submissions. Others will involve discussion with your team in an online forum.
  - You may submit assignments up to one week late *only* if you have received advance permission from me. Some credit will be deducted.
- Classes will involve simulations and exercises that require demonstration of the targeted skills and competences.
- You will be a member of two different teams during the course. Each team will be required to do a project. Further details will be given in class and on Sakai.
- There will be three **short quizzes** (~15 minutes each). There will also be a **final case analysis**, done individually online during the week after the last class.

### Grades

- Grades will be based  $\frac{1}{3}$  on weekly assignments;  $\frac{1}{3}$  on the two group projects

(weighted for your individual contribution); and  $\frac{1}{3}$  on the quizzes and the final case analysis. I will also consider in-class participation as a factor in the final grade.

### **Attendance**

- This course requires regular attendance: there will be considerable group work and open discussion during class. Given the interdependence of team members and the need for ongoing discussion of course material, you cannot pass this class if you slack off during the semester and try to make up for it at the end.
- **If you expect to miss one or two required classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email will be automatically sent to me.**
- **If you expect to be absent more than twice, you *must* communicate with me as soon as possible**, in person or by email. I will try to work out a solution, but only if I know about it in a timely manner.
- I will excuse absences for good cause. **I will *not* accept explanations that are not timely.**
- More than two unexcused absences may lead to an F.

### **Lateness**

- People who arrive late or leave early are disruptive to the class and their teams. You are expected to arrive on time and to stay until the end.
- If you expect to be late, let me know in advance if possible.
- Two unexcused late arrivals will be marked as one absence. Students who leave early without excuse will be marked absent for the entire class.

### **Academic integrity**

- Academic integrity is always essential in any written work. There are just two basic rules:
  - **Give credit for work done by others.**
  - **Indicate direct quotations with quotation marks.**
- A brief summary of the main guidelines for academic work is attached to this syllabus. If you have any questions, please ask me.
- In your online discussions **you should always acknowledge direct quotes or major sources of ideas. You do not, however, need to use any particular format** – just give enough information so your teammates or I can figure out where the information came from.

### **Communication with the professor**

- I want to emphasize that **I am open and available for discussion about any subject that affects your education, in office hours or by appointment.**

My regular office hours will be on Tuesday afternoons and Wednesday mornings in my office at the Labor Education Center. **You should schedule sessions in advance by emailing me** at [dwo@heckscher.us](mailto:dwo@heckscher.us). If those slots do not work, let me know and I can arrange another time.

- In a complex course there are likely to be logistical breakdowns I don't know about – Sakai may be down, or I may forget to post an assignment or a reminder, or a requirement may be unclear, etc. It is in part your responsibility to let me know when you encounter such problems; I will try to fix them immediately.

### **Miscellaneous**

- My email address for this course is [dwo@heckscher.us](mailto:dwo@heckscher.us).
- **You must use your rutgers.edu or scarletmail email address.** I have your Rutgers addresses, and using other ones causes major confusion.
  - If you prefer to use another email account, set up your Rutgers email to forward automatically to it. You can do this by opening your Rutgers webmail account and going to “Webtools”, then “forward.”
  - If you need a response before the next class, put “important” or “urgent” in the heading.
- I encourage you to bring computers to class - we will use them.
- Cell phones and pagers should be silenced during class.
- All written homework should be submitted on Sakai.

## ON PROPER CITATION (AND AVOIDING PLAGIARISM)

Charles Heckscher

Academic integrity is central to University life. Violations will get you in a lot of trouble. There's [a long University document](#) as well as [other resources](#) on academic integrity, but it boils down to this:

In all your writing, **you must cite all material that is drawn from others, including other students or professors** as well as published sources.

Please note that direct quotations must be identified by quotation marks (even if they're cited). **Don't cut and paste from the Internet without putting it in quotes!** This trips up some students, and can be serious.

Studying together is encouraged; but if answers from different students are the same or nearly the same it will be considered cheating. You should discuss the issues but not discuss detailed answers with each other.

All exams and papers will be submitted to Turnitin.com for comparison with others in this course, as well as with past exams from this course and with paper-writing services, other publications, and web sources.

**I am not very concerned with the exact form of your citation**, as long as you make clear where a quote or passage came from.

## PLAGIARISM

On occasion, students accused of plagiarism have claimed that their plagiarism has occurred without their knowledge or intent. Since **ignorance of convention is not a reasonable defense**, it is best to become thoroughly acquainted both with the various ways in which plagiarism is construed, and with the conventions of source attribution and proper documentation. Some students seem to believe that there are different degrees of plagiarism, some not as bad as others. No distinctions are made between any of the following acts.

**You will be charged with plagiarism if you:**

- **Copy from published sources without adequate documentation.**
- **Purchase a pre-written paper (either by mail or electronically).**
- **Let someone else write a paper for you.**
- **Pay someone else to write a paper for you.**
- **Submit as your own someone else's unpublished work, either with or without permission.**

*Retrieved from <http://www.lib.duke.edu/libguide/plagiarism.htm>, September 18, 2001*

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## DOCUMENTING SOURCES

### **Borrowed material should be documented.**

Any time you incorporate into your writing ideas, words, key phrases, or pictures that were *not originally created by you*, you must give credit to the original author by citing the source.

1. **You must cite direct quotes.**
2. **You must cite paraphrases.** Paraphrasing is rewriting a passage in your own words. **If you paraphrase a passage, you must still cite the original source of the idea.** For detailed examples and a discussion, see [Appropriate Uses of Sources](#).
3. **You must cite ideas** given to you in a conversation, in correspondence, or over email.
4. **You must cite sayings or quotations that are not familiar, or**

**facts that are not "common knowledge."** However, it is not necessary to cite a source if you are repeating a *well-known quote* such as Kennedy's "Ask not what your country can do for you . . .," or a *familiar proverb* such as "You can't judge a book by its cover." *Common knowledge* is something that is widely known. For example, it is common knowledge that Bill Clinton served two terms as president. It would not be necessary to cite a source for this fact.

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