

Revised September 24, 2022

RUTGERS

School of Management
and Labor Relations

DYNAMICS OF WORK & WORK ORGANIZATION

37:575:308:01

Professor William Dwyer wmd3@smlr.rutgers.edu

Frelinghuysen Hall Room B-3 (College Ave. Campus)
Wednesday 12:10 pm – 3:10 pm

This syllabus may be modified during the semester based on unforeseen circumstances.

Course Goals From the Instructor:

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 include hands-on exercises to develop skills and understanding.

School of Management & Labor Relations Learning Objective

Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations (Goal VII).

Labor Studies & Employment Relations Learning Objective

Work productively in teams, in social networks, and on an individual basis (goal 13).

Course materials:

- There is no textbook to purchase. Readings and all other course materials will be available on the course's Canvas site.

Grading:

- Final course grades will be based $\frac{1}{3}$ on assignment quizzes; $\frac{1}{3}$ on a group project (weighted for your individual contribution); and $\frac{1}{3}$ on in-class quizzes.

Assignments and assessment:

Weekly assignments will consist of some combination of readings, writing, and exercises, and work on your group projects. In this class, as in real life, deadlines matter. If you have an emergency that prevents you from meeting a deadline, please contact me.

- You will be a member of a team during the course. Each team will be required to complete a project. Further details will be provided in class and on Canvas.
- There will be three closed-book, in-class timed quizzes.
- There will be ten take home assignment quizzes.

Use of electronic devices in class: Electronic devices are encouraged in class to support learning. Please be mindful that they do not serve as a distraction to you or those around you.

Attendance:

This course requires regular attendance: There will be considerable group work and open discussion during class. Your presence is necessary for everyone's success in this course. Absences may impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason.

- 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.

Communication with the instructor:

- **I am open and available for discussion about any subject that affects your education.** Office hours are available by appointment.
- In a complex course there are likely to be logistical breakdowns I don't know about – Canvas 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:

- The main email address to reach Prof. Dwyer for this course is wmd3@smlr.rutgers.edu
- All written homework should be submitted on Canvas.

Honor code and academic integrity:

Students are expected to be familiar with the University's Policy on Academic Integrity and follow it: <http://academicintegrity.rutgers.edu>

Academic integrity is central to University life. Essentially, it boils down to this:

You must cite all material that is drawn from others, including other students or professors as well as published sources.

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.

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.

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.

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.

Topics: Personality types, Myers-Briggs type indicator system, emotional intelligence, group roles, inherent and acquired diversity, team member inclusivity, ladder of inference, delivering and receiving feedback, group dynamics, task/interpersonal dimensions of teamwork, group dynamics, defensive routines, leadership styles, interest-based negotiation, various group problem solving techniques.

Readings:

- Balancing Inquiry and Advocacy. Senge
- Seven Steps to Better Brainstorming. Coyne and Coyne
- Can Absence Make a Team Grow Stronger? Majchrzak, Malhotra and Lipnack
- Collaborative Leadership Teams. Rawlings

- Distributed Leaders. Ancona and Backman
- Diverse Teams Feel Less Comfortable. Rock, Grant and Grey
- Double Loop Learning. Argyris
- Effective Problem Solving for Groups. Rebori
- Emotional Intelligence 2.0. Bradberry and Greaves
- Getting To Yes. Fisher and Ury
- Groupthink. Janis
- Henry Tam and the MGI Team. Polzer, Vargas and Elfenbein
- How to Make a Team Work. Hardaker and Ward
- Groups Perform Better Than the Best Individuals at Solving Complex Problems. Laughlin, Hatch, Silver and Boh
- Introduction to Type. Myers
- Managing the Life Cycle of Virtual Teams. Furst, Reeves, Rosen and Blackburn
- Six Thinking Hats. De Bono
- Teaching Smart People How to Learn. Argyris
- The Effect of Personality Types on Team Performance. Hollister
- The Research: Effective Communication and Decision Making in Diverse Groups. Enayati
- Using the Facilitative Leader Approach to Create an Organizational Culture of Collaboration. Schwarz
- When Life Gives You Lemons: How to Deal with Difficult People. Hackley

Schedule – see schedule of classes on the following page:

Class sessions	Week#	Date	Part 2	Notes
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Introduction	1	Sep. 7		
Personality types and group roles	2	Sep. 14	Team Project	
Personality types and group roles	3	Sep. 21	Alex Sander	Assignment quizzes 1 and 2 due before class begins
Effective feedback & ladder of inference	4	Sep. 28	Team Project	Assignment quiz 3 is due before class begins
Effective feedback & ladder of inference	5	Oct. 5	Karen Leary	Assignment quiz 4 is due before class begins
Group dynamics	6	Oct. 12	Team Project	Quiz 1 Assignment quiz 5 is due before class begins
Group dynamics	7	Oct. 19	Rebecca Collier	Assignment quiz 6 is due before class begins
Leadership	8	Oct. 26	Team Project	Assignment quizzes 7 and 8 are due before class begins
Leadership	9	Nov. 2	Soul of a New Machine/Who's in Charge	
Mutual-gains negotiation	10	Nov. 9	Team Project	Quiz 2 Assignment quiz 9 is due before class begins
Mutual-gains negotiation	11	Nov. 16	Negotiating Corporate Change	
Group problem-solving	12	Nov. 30	Team Project	Assignment quiz 10 is due before class

				begins
Group problem-solving		Dec. 7	Florida Power & Light	
Conclusion	13	Dec. 14		Quiz 3

The fine print:

Student Learning Objectives

Labor Studies and Employment Relations Department:

- Work productively in teams, in social networks, and on an individual basis (Goal 13).

SMLR Learning Objectives

Three Core Areas for Success in SMLR

The curriculum in the programs within SMLR focus on different areas (ie. HRM, LSER) and levels of study (ie. UG, Masters', PhD). Across these programs, we strive to advance students cognitive skills and processes, their Knowledge of Theory and Application, and develop their professional skills.

- 1) Cognitive Skills and Processes
- 2) Knowledge of Theory, Practice, and Application
- 3) Professional Development

Cognitive Skills and Processes

The cognitive skills and process area reflects the goal for SMLR programs to help students develop skills central to lifelong learning and participation in society and the workplace.

I) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.

- Communicate complex ideas effectively, in standard written English
- Analyze and synthesize information and ideas from multiple sources to generate new insights
- Produce quality research papers with proper convention of attribution/citation
- Produce high quality executive summaries
- Make an argument using contemporary and/or historical evidence
- Present ideas and arguments in a logical and effective way

II) Quantitative Skills – Apply appropriate quantitative and qualitative methods for research workplace issues.

- Formulate, evaluate, and communicate conclusions and inferences from quantitative information
- Apply quantitative methods to analyze data for HR decision making including cost-benefit analyses, ROI, etc. (HRM)

- Apply qualitative methods appropriately, alone and in combination with quantitative methods

III) Research Skills – Demonstrate an ability to collect, analyze and synthesize information to make logical and informed decisions impacting the workplace. Use evidence to evaluate hypotheses, theories and approaches to workplace issues.

- Employ current technologies to access information, to conduct research, and to communicate findings
- Analyze and synthesize information and ideas from multiple sources to generate new insights
- Assess and critique relevant evidence and research findings
- Access high-quality historical, qualitative, and quantitative evidence or research
- Use evidence-based analysis to appraise the validity of various hypotheses, theories, and approaches to workplace issues

Knowledge of Theory, Practice and Application

The knowledge of theory and application area reflects the goal for SMLR programs to ensure that students learn the key theoretical and foundation areas of study in their domains and realize opportunities to apply that knowledge to practice situations.

IV) Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.

- Demonstrate an understanding of the practical perspectives, theories and concepts in their field of study
- Evaluate and apply theories from social science disciplines to workplace issues

V) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions

- Analyze the degree to which forms of human difference shape a person's experience of and perspectives on work
- Analyze a contemporary global issue in their field from a multi-disciplinary and intersectional perspective
- Analyze issues related to business strategies, organizational structures, and work systems
- Analyze issues of social justice related to work across local and global contexts (LSER)
- Analyze issues related to the selection, motivation, and development of talent in a local and global context (HRM)

VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance

- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
- Understand the legal, regulatory and ethical issues related to their field
- Develop human resource management functional capabilities used to select, motivate, and develop workers (HRM)
- Understand the internal and external alignment and measurement of human resource practices (HRM)

Professional Development –

VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations

- Develop effective presentation skills appropriate for different settings and audiences
- Develop career management skills to navigate one's career
- Develop capabilities to work and lead in a multicultural and diverse environment
- Work productively in teams, in social networks, and on an individual basis
- Develop cultural agility competencies
- Demonstrate lifelong personal and professional development skills

Additional Course Objective(s) from the Instructor:

- Demonstrate an understanding of the reasons for workplace conflict, the types of dispute resolution procedures that are used in both the union and non-union workplaces and integrated conflict management systems.

Other Resources:

- a. Student resources – this link directs students to the appropriate resources if they are in need of help in the areas of (a) mental health, (b) academic coaching, and (c) financial assistance: <https://smlr.rutgers.edu/about-smlr/fall-2022-information-smlr-students>
- b. Scholarships – to ensure that all students are aware of SMLR's scholarship offerings, we encourage you to include a link to our scholarships on your syllabi: <https://smlr.rutgers.edu/academic-programs/scholarships>

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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.
- Demonstrate the ability to apply these general theories to the understanding of particular cases and current events.
- Demonstrate the ability to analyze and synthesize information and ideas from multiple sources to generate new insights.
- Demonstrate proficiency in written and oral communication.

Academic integrity

Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Joint efforts are legitimate only when the assistance of others is explicitly acknowledged and permitted by the assignment. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Any such issues will be submitted to the Dean of the Labor Studies and Employment Relations Department, as appropriate. Students must assume

responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Students are also expected to report incidents of academic dishonesty to the instructor or dean of the instructional unit. Students are expected to abide by the Rutgers University Code of Student Conduct. They are to conduct themselves with honesty and integrity.

The Rutgers academic integrity policy can be accessed at this link:

http://studentconduct.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf

Disability services

From the Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

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