EMPLOYEE MOTIVATION, ENGAGEMENT AND EMPLOYEE WELL-BEING
HRIR 6444

Course Information:
Spring 2018, B Term
Thursdays, 5:45-9:05 pm
CSOM 1-127

Instructor: Larry Bourgerie, MA-IR SHRM-SCP, SPHR
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Instructor Biography
Larry Bourgerie is an educator and HR professional with 25 years of experience in human resources leadership. He has held positions as an HR Consultant, SVP of HR at TruStone Financial, HR Director at TCF Bank, OD Specialist at HealthPartners, and The Pillsbury Company. He consults in leadership, organizational and employee development, with a client list including Park Nicollet, Medica, Stuart Companies, Children’s Museum of Minnesota, University of St. Thomas, State of Minnesota, Ryan Companies, City of Minneapolis and Hennepin County. He earned a B.A. in Business and a Master of Arts in Industrial Relations from the University of Minnesota Carlson School of Management. He his SHRM-CSP and SPHR certifications from the Society for Human Resource Management (SHRM), is active in state and national chapters of SHRM, and is a past president of Twin Cities Human Resource Association. He currently teaches HR Management, Organizational Behavior, Performance Management as well as courses for the Carlson Executive Education Center.

Teaching Philosophy:
I see my role as an instructor to provide you with the best course content available, to create a learning environment that stimulates your thinking both as a class and as individuals, to encourage you to think critically about the challenges of business and leadership today, and to integrate your learning.

If you have any ideas, questions, thoughts, or concerns about class, I am happy to discuss these with you. I check email frequently and do my best to respond within 24 hours. If you would like to meet please send me an email and we’ll set up a time that works for both of us. I am also readily available by phone. In addition, I will ask the entire class for feedback during the semester in order to incorporate your thoughts into the class experience. The learning process is a partnership between the instructor and the students.
**Course Objectives:**
Welcome to the fascinating world of organizational behavior, motivation, engagement and well-being! In this course you will learn about the nature of employees and about how human behavior is influenced by individuals, groups, and features of organizations. You will learn about motivation, attitudes, affect and emotions, and see how these human tendencies can be channeled into productive and unproductive behaviors. We will explore the role of motivation and employee engagement and its contribution to employee well-being. Reading both academic and practitioner oriented on these topics will provide exposure to the foundations of the field and new directions.

**Required Readings:**
- Course readings will be available on Moodle. Some have links and some are in the Course Packet for the course. These Course Packet items are labeled on the Syllabus. There is no required text for this course.
- There are several experiential exercises to be completed (some will be posted on Moodle, some distributed in class)
- There may be brief additional readings or activities distributed in class. Please check Moodle for these materials and as always feel free to check out on the web for additional information on the topics or as supplements to the above material.
Coursework and Grades:
Your grade in this class will be determined by your performance on a final exam, two short paper assignments and class engagement. Performance on each of the components are weighted as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Application Papers (2 Papers at 15% each)</td>
<td>30%</td>
</tr>
<tr>
<td>Small Group Case Study</td>
<td>20%</td>
</tr>
<tr>
<td>Class Engagement (Participation, Preparation, Application &amp; Attendance)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Grading Policy for Application Papers, Case and Exam
A/A- = Very thoughtful application, very relevant to class topic, integrates with concepts textbook, readings, or prior class discussions; in addition, application shows excellent insight or creative integration of ideas.

B+/B/B- = Thoughtful application, relevant to class topic, making strong, some relevant links to textbook, assigned readings, or prior class discussions.

C+/C/C- = Application did not draw from textbook, assigned readings, or prior class discussions.

QUESTIONS ABOUT GRADES:
If you wish to question the grade on an assignment, do so in via email within a week after you receive the grade. Specify your reasoning and any evidence you have about how I did not use the criteria specified above appropriately in giving the grade (for example, specifying where you believe you used class concepts or showed independent thinking). State why you believe you should have a higher grade and provide evidence or reasoning for why that should happen. Asking you to specify your reasoning and for questioning your grade may seem like I am trying to discourage any discussion of the grading process. My goal is to fully appreciate your perspective to see your paper in a new light.

THOUGHT PAPER ASSIGNMENTS
The concepts in this course will be most effectively learned if you go beyond the material presented to apply what you have learned. To do so, you will turn in two application papers. Each paper will be a three-page paper, 1.5-spaced, using normal font (11 pt). You have two options for each paper (you do NOT need to do one of each type).

1. Write a diagnosis paper that examines your experiences (at work, on sports teams, in groups, etc.) using topics from this course. Select an organizational problem from your experience. Describe and diagnose the problem using course concepts, discuss relevant contextual factors, and discuss how applying material from the course would have helped you (or others) to deal more effectively with the situation.

2. Find a recent issue of a business magazine such as HR Magazine, Fast Company, Inc or Fortune and scan its major articles to find one that reflects concepts from Motivation or Organizational Behavior. Describe how they applied concepts from the course, being sure to integrate material from the course. How would application of course concepts have led to a different approach to the problem or outcome? Turn in the original article with your write-up.
These papers will be evaluated CRITICALLY, so be sure that they reflect your best and original work. The application paper should limited to 3 PAGES. It may be hard to get your “deep thoughts” across in three pages but therein lies the challenge. Remember: the essence of good writing is re-writing so spend time developing your ideas.

Written assignments will be graded based on:

- **Creativity and insight**: The material presented is original, engaging, and interesting.
- **Integration with course readings, lectures, and discussions**: The paper draws on, applies, and seeks to extend OB concepts covered in the class.
- **Depth of analysis**: The paper demonstrates thorough attention to the issues of the situation and not just obvious extensions or surface treatment of the material
- **Organization and structure**: The paper employs a logical framework and analyzes a critical issue.
- **Style**: The paper is well written using appropriate grammar, spelling, and punctuation.

**FINAL**
Take home exam essay distributed during class Week 6. It will be due during finals week. Dates will be announced.

**CLASS ENGAGEMENT (Participation, Preparation, Application & Attendance)**
Your participation grade will be based on your active participation and engagement in class. Participation is more than just asking and responding to questions—it also includes evidence of preparation for class and active participation in discussions. For each class, you should be prepared to summarize or talk about an assigned reading, to describe your paper, to answer questions posed by other students, etc. Regardless of whether we are lecturing, engaging in group activities or discussions, guest lecturers are presenting, or your classmates are interjecting their ideas, I expect that you will listen, comment, solicit the viewpoints of others, etc. Many of you may have relevant personal experience that could benefit all of us so I encourage you to share these during class.

Engagement will be assessed in two ways and final assessments will be taken at the end of the semester:

1. Instructor Assessment
2. Self-Assessment

**COURSE ASSUMPTIONS/EXPECTATIONS:**
Below are the assumptions we should all be operating under for this course:

- We will do all that we can to be on time for class, attentive, and prepared.
- We enjoy working and learning.
- We all have different needs and styles.
- We will work with our colleagues to enable optimal learning for all.
- We treat each other with dignity and respect, valuing individual and cultural differences.
- We will communicate frequently and with candor, listening to one another to learn all we can.
- We will silence our cell phones in the classroom. We will not use phones and computers to check email/text during class.

**Carlson School students are expected to understand and uphold the Carlson School Code of Conduct. Violation of the Code of Conduct are not tolerated and appropriate actions taken.**
COURSE SCHEDULE

Note: This is a “Tentative Course Schedule”. We need to be somewhat flexible in our scheduling, as things may come up we may need to accommodate. However, we usually follow the schedule.

Because our class activities and discussions are dependent on the readings, you are expected to read the materials assigned before they are discussed in class. Your success in this course depends partly on your attendance and participation in class.

Week 1 – March 22nd: Motivation: Introduction

**Experiential: Motivation Exercise**

Week 2 – March 29th: Motivation: Intrinsic Motivation and Self Determination

**Experiential: Value Sort Exercise**

Application Paper #1 due Friday, March 30 @ 11:55 p.m.

Week 3 – April 5th: Motivation: Extrinsic motivation and the Role of Goal Setting

**Experiential: Mission Statement Exercise**

Week 4 – April 12th: Structural Impact: Job Characteristics and Job Design

**Experiential: Job Crafting exercise from HBR article**
Week 5 – April 19th: Job Satisfaction: Job Attitudes/Emotions
- Judge, T., and Mueller, J., Job Attitudes, [www.annualreview.org](http://www.annualreview.org) pp. 341-367

**Experiential: Assessing Your Job Attitudes Exercise**

Week 6 – April 26th: Employee Engagement
- SHRM Employee Engagement report

**Experiential: Best Self Exercise**

| **Small Group Case Study Radio Station WEAA (Course Packet)** Due Monday, April 30 |
| **Uploaded to Moodle.** |

Week 7 – May 3rd: Toward the Well Being of Workers

**Final Take-Home Exam due Monday May 7 @ 11:55 p.m. (Details discussed in class)**
CSOM Academic Policies

Student Conduct Code:

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University, you are expected to adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom:

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/CLASSROOMPED.html.

Scholastic Dishonesty:

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (StudentConductCode:http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html)

If it is determined that a student has cheated, he or she may be given an "" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g. whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.
Makeup Work for Legitimate Absences:

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/CLASSNOTESSTUDENTS.html.

Final Grades will be based on an A through F scale following the level of accomplishment outlined by the University of Minnesota:

A: Represents achievement that is outstanding relative to the level necessary to meet course requirements.
B: Represents achievement that is significantly above the level necessary to meet course requirements.
C: Represents achievement that meets the course requirements in every way.
D: Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
F: Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and that student that the student would be awarded a grade of "incomplete."

For additional information, please refer to: http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html.

Sexual Harassment:

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html.

Equity, Diversity, Equal Opportunity, and Affirmative Action:

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html.
Disability Accommodations:

The University is committed to providing quality education to all students regardless of ability. Determining appropriate disability accommodations is a collaborative process. You as a student must register with Disability Services and provide documentation of your disability. The course instructor must provide information regarding a course's content, methods, and essential components. The combination of this information will be used by Disability Services to determine appropriate accommodations for a particular student in a particular course. For more information, please reference Disability Services: [http://ds.umn.edu/student-services.html](http://ds.umn.edu/student-services.html).

Academic Freedom and Responsibility:

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. *