

HRIR 6444 Employee Motivation, Engagement, and Well-being

Sec 060, Spring 2021 "B" Term, 2 Credits

Course Instructor

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Course Description, Goals, & Objectives

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 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 wellbeing. Reading of both academic and practitioner oriented writing on these topics will provide exposure to the foundations and new directions of the field.

Course Delivery Methodology

My role as your instructor is 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, and 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 Meeting Information

03/09/2021 - 05/03/2021

Wed 05:45PM - 09:05PM

Location: ZOOM REMOTE

Additional Meetings:

- As part of the class you will complete a group case study. The logistics of your meetings will be determined by you & your team.

Final Exam

The Final Exam is a take home exam and will be due during finals week. Due date will be announced in class.

Textbook & Reading Materials

Required Course Materials

- Course readings will be available on Canvas. Some have links and some are in the Course Packet. 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 Canvas, and some distributed in class.
- There may be brief additional readings or activities distributed in class. Please check Canvas for these materials and, as always, feel free to check on the web for additional information on the topics or as supplements to the above material.

Assignments & Grading

Grading Criteria

Your grade in this class will be determined by your performance on a final exam, two short paper assignments, and class engagement. Class engagement will consist of a series of activities completed before or during class as well as class discussions. Performance on each of the components is weighted as follows:

Application Papers (2 Papers at 15% each)	30%
Small Group Case Study	20%
Class Engagement (Exercises, Participation, Preparation, Application & Attendance)	20%
Final Exam	30%
Total	100%

Grading Scale

A: 93%+

A-: 90-92%

B+: 87-89%

B: 83-86%

B-: 80-82%

C+: 77-79%

C: 73-76%

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, 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 via email within a week after you receive the grade. Using the grading criteria, state why you believe you should have a higher grade, and provide specific evidence and reasoning for why that should happen. Asking you to specify your reasons may seem like I am trying to discourage any discussion of the grading process, but my actual goal is to fully appreciate your perspective and to see your paper in a new light.

APPLICATION 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 maximum of three pages, 1.5-spaced, using normal font (11 pt).

These papers will be evaluated CRITICALLY, so be sure that they reflect your best and original work. The application paper should be 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 and expressing 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.

ENGAGEMENT

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 and 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 three ways;

1. Instructor Assessment
2. Self-Assessment
3. Other Assignments throughout the term.

COURSE ASSUMPTIONS/EXPECTATIONS

Operating assumptions and expectations for this class are:

- 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/texts during class.

Due Dates and Late Work

Late assignments will lose 10% per day that they are late. Assignments submitted 5 days after the due date will not receive credit. Exceptions may occur if previously arranged with instructor.

Make-up for Missed Attendance, Assignments, & Exams

Please review the [university policy on make-up work](https://policy.umn.edu/education/makeupwork) [_\(https://policy.umn.edu/education/makeupwork\)](https://policy.umn.edu/education/makeupwork)

Carlson Course Grading Policy

Carlson School uses a grading policy based on the [Carlson Course Grading Policy](https://z.umn.edu/policy-carlson_graduate_grading) [_\(https://z.umn.edu/policy-carlson_graduate_grading\)](https://z.umn.edu/policy-carlson_graduate_grading).

Tennessee Warning Notice Pursuant to MN Department of Administration's Data Practices

To make this class more accessible to all enrolled students, we intend to record all class lectures and discussions. Since your audio/video may be part of those recordings we are informing you. Along with the instructor and teaching assistants, these recordings will be shared with only the students enrolled in the class during this semester, in accordance with FERPA regulations.

Carlson & University Policies

Student Academic Misconduct and Scholastic Dishonesty

The Carlson School defines academic misconduct as any act by a student that misrepresents the student's own academic work or that compromises the academic work of another. Scholastic misconduct includes (but is not limited to) cheating on assignments or examinations, plagiarizing, i.e., misrepresenting as one's own work any work done by another, submitting the same paper, or substantially similar papers, to meet the requirement of more than one course without the approval and consent of the instructors concerned, or sabotaging another's work. Within this general definition, however, instructors determine what constitutes academic misconduct in the courses they teach. Students found guilty of academic misconduct face penalties ranging from lowering of the course grade or awarding a grade of F or N for the entire course, to suspension from the University.

Review the [Student Conduct Code](https://z.umn.edu/policy-carlson_student_conduct_code) [_\(https://z.umn.edu/policy-carlson_student_conduct_code\)](https://z.umn.edu/policy-carlson_student_conduct_code) and [Student Conduct and Academic Integrity website](#)

[_ \(https://z.umn.edu/student_conduct_academic_integrity\)_](https://z.umn.edu/student_conduct_academic_integrity).

If you are interested in learning more about how to cite sources and avoid plagiarism, U of M libraries offers online [tutorials and tools related to citations](https://z.umn.edu/research_citation_tools) [_ \(https://z.umn.edu/research_citation_tools\)_](https://z.umn.edu/research_citation_tools). You can also visit the [Center for Writing](https://z.umn.edu/center_for_writing) [_ \(https://z.umn.edu/center_for_writing\)_](https://z.umn.edu/center_for_writing) for additional assistance.

Accommodations for Students with Disabilities

The University of Minnesota is committed to providing all students equal access to learning opportunities.

The Disability Resource Center (DRC) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with the DRC, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attention, learning, vision, hearing, physical, or systemic), are invited to contact the DRC for a confidential discussion at 612-626-1333 (V/TTY) or at [drc@umn.edu \(mailto:drc@umn.edu\)](mailto:drc@umn.edu). Additional information is available on the [Disability Resource Center website](https://z.umn.edu/disability_resource_center) [_ \(https://z.umn.edu/disability_resource_center\)_](https://z.umn.edu/disability_resource_center).

Title IX

[Title IX](https://z.umn.edu/title_ix_process) [_ \(https://z.umn.edu/title_ix_process\)_](https://z.umn.edu/title_ix_process) prohibits sex discrimination, including sexual harassment, sexual assault, stalking, and relationship violence, in education.

Students with Mental Health and Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. Learn more about the broad range of confidential [mental health services](https://z.umn.edu/mental_health_services) [_ \(https://z.umn.edu/mental_health_services\)_](https://z.umn.edu/mental_health_services) available on campus.

Student Writing Support

As a student, you may experience challenges in your writing. The University of Minnesota has a [student writing support resource](https://z.umn.edu/student_writing_support) [_ \(https://z.umn.edu/student_writing_support\)_](https://z.umn.edu/student_writing_support) to help with your writing.

Additional University Policies

1. Grade definitions from the Administrative Policy: [Grading and Transcripts: Twin Cities, Crookston, Morris, Rochester](https://z.umn.edu/policy-grading_definitions_transcripts) [_ \(https://z.umn.edu/policy-grading_definitions_transcripts\)_](https://z.umn.edu/policy-grading_definitions_transcripts).
2. Scholastic Dishonesty (see Board of Regents Policy: [Student Conduct Code](https://z.umn.edu/policy-student_conduct_code) [_ \(https://z.umn.edu/policy-student_conduct_code\)_](https://z.umn.edu/policy-student_conduct_code) and the Administrative Policy: [Teaching and](#)

- [Learning: Instructor and Unit Responsibilities: Twin Cities, Morris, Rochester](https://z.umn.edu/policy-instructor_unit_responsibilities)**
(https://z.umn.edu/policy-instructor_unit_responsibilities).
3. Administrative Policy: **[Makeup Work for Legitimate Absences: Twin Cities, Crookston, Morris, Rochester](https://z.umn.edu/policy-makeup_work)** (https://z.umn.edu/policy-makeup_work)
 4. Board of Regents Policy: **[Student Conduct Code](https://z.umn.edu/policy-student_conduct_code)** (https://z.umn.edu/policy-student_conduct_code); Administrative Policy: **[Teaching and Learning: Student Responsibilities \(Twin Cities, Crookston, Morris, Rochester\)](https://z.umn.edu/policy-student_responsibilities)** (https://z.umn.edu/policy-student_responsibilities)
 5. Board of Regents Policy: **[Sexual Harassment, Sexual Assault, Stalking and Relationship Violence](https://z.umn.edu/policy-sexual_harassment_assault_stalking_relationship_violence)** (https://z.umn.edu/policy-sexual_harassment_assault_stalking_relationship_violence)
 6. Board of Regents Policy: **[Equity, Diversity, Equal Employment Opportunity, and Affirmative Action](https://z.umn.edu/policy-equity_diversity_eo_aa)** (https://z.umn.edu/policy-equity_diversity_eo_aa)
 7. Board of Regents Policy: **[Disability Services](https://z.umn.edu/policy-disability_services)** (https://z.umn.edu/policy-disability_services)
 8. Statement about the availability of mental health and stress management services.
 9. Board of Regents Policy: **[Academic Freedom and Responsibility](https://z.umn.edu/policy-academic_freedom_responsibility)** (https://z.umn.edu/policy-academic_freedom_responsibility)

Course Summary:

Date	Details	Due
Tue Mar 2, 2021	 <u>Office Hours HRIR 6444</u> (https://canvas.umn.edu/calendar?event_id=656547&include_contexts=course_221710)	3pm to 4pm
	 <u>Motivation Interviews</u> (https://canvas.umn.edu/courses/221710/assignments/1526070)	due by 11:59am
Tue Mar 9, 2021	 <u>Upload Bio Here</u> (https://canvas.umn.edu/courses/221710/assignments/1526081)	due by 11:59am
	 <u>Office Hours HRIR 6444</u> (https://canvas.umn.edu/calendar?event_id=656548&include_contexts=course_221710)	3pm to 4pm
Wed Mar 10, 2021	 <u>Class Zoom Link -HRIR 6444 Employee Motivation, Engagement & Well-being - Room opens at 5:30 - Stop by early if you like.</u> (https://canvas.umn.edu/calendar?event_id=650648&include_contexts=course_221710)	5:30pm to 9:15pm

Date	Details	Due
Tue Mar 16, 2021	 <u>Office Hours HRIR 6444</u> https://canvas.umn.edu/calendar?event_id=656549&include_contexts=course_221710	3pm to 4pm
Wed Mar 17, 2021	 <u>Work Values Exercise (Pre Work)</u> https://canvas.umn.edu/courses/221710/assignments/1526082	due by 11:59am
Wed Mar 17, 2021	 <u>Class Zoom Link -HRIR 6444 Employee Motivation, Engagement & Well-being - Room opens at 5:30 - Stop by early if you like.</u> https://canvas.umn.edu/calendar?event_id=650649&include_contexts=course_221710	5:30pm to 9:15pm
Sun Mar 21, 2021	 <u>Application Paper #1</u> https://canvas.umn.edu/courses/221710/assignments/1526072	due by 11:59pm
Tue Mar 23, 2021	 <u>Office Hours HRIR 6444</u> https://canvas.umn.edu/calendar?event_id=656550&include_contexts=course_221710	3pm to 4pm
Wed Mar 24, 2021	 <u>Personal Mission Statement</u> https://canvas.umn.edu/courses/221710/assignments/1526080	due by 11:59am
Wed Mar 24, 2021	 <u>Class Zoom Link -HRIR 6444 Employee Motivation, Engagement & Well-being - Room opens at 5:30 - Stop by early if you like.</u> https://canvas.umn.edu/calendar?event_id=650650&include_contexts=course_221710	5:30pm to 9:15pm
Tue Mar 30, 2021	 <u>Office Hours HRIR 6444</u> https://canvas.umn.edu/calendar?event_id=656551&include_contexts=course_221710	3pm to 4pm
Wed Mar 31, 2021	 <u>Class Zoom Link -HRIR 6444 Employee Motivation, Engagement & Well-being - Room opens at 5:30 - Stop by early if you like.</u> https://canvas.umn.edu/calendar?event_id=650651&include_contexts=course_221710	5:30pm to 9:15pm

Date	Details	Due
Thu Apr 1, 2021	 <u>Job Sculpting</u> https://canvas.umn.edu/courses/221710/assignments/1526079	due by 11:59am
Tue Apr 6, 2021	 <u>Office Hours HRIR 6444</u> https://canvas.umn.edu/calendar?event_id=656552&include_contexts=course_221710	3pm to 4pm
Tue Apr 13, 2021	 <u>Office Hours HRIR 6444</u> https://canvas.umn.edu/calendar?event_id=656553&include_contexts=course_221710	3pm to 4pm
Wed Apr 14, 2021	 <u>Gallup Engagement Survey</u> https://canvas.umn.edu/courses/221710/assignments/1526071  <u>Class Zoom Link -HRIR 6444 Employee Motivation, Engagement & Well-being - Room opens at 5:30 - Stop by early if you like.</u> https://canvas.umn.edu/calendar?event_id=650652&include_contexts=course_221710	due by 12pm 5:30pm to 9:15pm
Wed Apr 14, 2021	 <u>Application Paper #2</u> https://canvas.umn.edu/courses/221710/assignments/1526073	due by 5:30pm
Wed Apr 14, 2021	 <u>Class Engagement Self Assessment</u> https://canvas.umn.edu/courses/221710/assignments/1526078	due by 11:59pm
Tue Apr 20, 2021	 <u>Office Hours HRIR 6444</u> https://canvas.umn.edu/calendar?event_id=656554&include_contexts=course_221710	3pm to 4pm
Wed Apr 21, 2021	 <u>Class Zoom Link -HRIR 6444 Employee Motivation, Engagement & Well-being - Room opens at 5:30 - Stop by early if you like.</u> https://canvas.umn.edu/calendar?event_id=650653&include_contexts=course_221710	5:30pm to 9:15pm
Sun Apr 25, 2021	 <u>Case Study (FULL Case Study and Guidelines found in Modules Under START)</u> https://canvas.umn.edu/courses/221710/assignments/1526077	due by 11:59pm

Date	Details	Due
Tue Apr 27, 2021	 <u>Office Hours HRIR 6444</u> (https://canvas.umn.edu/calendar?event_id=656555&include_contexts=course_221710)	3pm to 4pm
Wed Apr 28, 2021	 <u>Class Zoom Link -HRIR 6444 Employee Motivation, Engagement & Well-being - Room opens at 5:30 - Stop by early if you like.</u> (https://canvas.umn.edu/calendar?event_id=650654&include_contexts=course_221710)	5:30pm to 9:15pm
Wed May 5, 2021	 <u>Application Paper Q#3</u> (https://canvas.umn.edu/courses/221710/assignments/1526074)	due by 11:59pm
	 <u>Applications Paper Q#4</u> (https://canvas.umn.edu/courses/221710/assignments/1526075)	due by 11:59pm
	 <u>Applications Paper Q#5</u> (https://canvas.umn.edu/courses/221710/assignments/1526076)	due by 11:59pm