

Motivating employees in global organizations

Course code: MGT360/MGT560

Semester and year: Spring 2021

Day and time: Monday 18.30

Instructor: Dana Hague

Instructor contact: dana.hague@aauni.edu

Consultation hours: by appointment

Credits US/ECTS	3/6	Level	Intermediate
Length	15 weeks	Pre-requisite	TOEFL iBT 71
Contact hours	42 hours	Course type	Bachelor Elective

1. Course Description

Why do some people climb Mount Everest and others can barely get off the couch? What drives people to extremes where they stop distinguishing right from wrong? Human mind is extremely powerful and can move mountains – when it is motivated to do so.

There are multiple motivation theories yet one size does not fit all. This course focuses on exploring the different factors that impact motivation – gender, culture, generation as well as personality, experience and perception in context of organizations. The role of the management is to understand these factors so that employees do not feel they need to just do a required minimum but actually want to do the best they can.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Comprehend and have a clear understanding of different factors that influence human motivation
- Understand and analyze the right fit of motivational drivers depending on situation such as group or individual setting, experience or personality
- Understand how various motivational theories explore different aspects of human personality and what circumstances are they applicable to
- Critically evaluate changes in motivation brought by globalization and generation succession.
- Clearly outline connection between leadership style and motivation
- Identify opportunities for human resources management to develop engaged workfor

3. Reading Material

Required Materials

There is not a singular textbook for this class. For clarification of concepts discussed in class, the students are encouraged to work with the following books

The psychology of work and organizations / Stephen A. Woods, Michael A. West. -- Andover : South-Western Cengage Learning, 2010. ISBN 9781408018866

Cultural intelligence : a guide to working with people from other cultures / Brooks Peterson. -- Boston : Intercultural Press, 2004. -- viii, 229 p. ISBN 9781931930000

Organizational behavior / Stephen P. Robbins, Timothy A. Judge. -- 13th ed. -- Upper Saddle River : Pearson Education, 2009. ISBN 978-0-13-207964-8

Human resources management / H. T. Graham, R. Bennett. -- 8th ed. -- London : Pitman Publishing, 1995. ISBN 0-7121-1051-8

HBR's 10 Must Reads on Collaboration, collection of authors, Harvard business review press, 2013, ISBN 978-1-4221-9012-8

Recommended Materials

Tony Hsieh - Delivering Happiness

Daniel H. Pink – Drive: The Surprising Truth About What Motivates Us

Dan Ariely – Predictably irrational

Daniel Kahneman – Thinking fast and slow

HBR 10 must reads on People Management

Additional material will be provided in e-learning

4. Teaching methodology

This course will accomplish the student learning outcomes through a combination of lecture, group exercises, individual assignments, student presentations and weekly dialogue. Students will be expected to prepare in advance for each class session and arrive ready to contribute their experiences, thoughts and ideas.

5. Course Schedule

Date	Class Agenda
Feb 8	<p>Topic: Introduction, class overview, human motivation evolution</p> <p>Description: Introduction and overview. Human motivation evolves with time as needs and wants change.</p> <p>Reading: Motivation, behavior, and performance in the workplace Motivation and Cognitive Control: From Behavior to Neural Mechanism</p> <p>Assignments/deadlines: Watch TED talk by Dan Pink The puzzle of motivation www.ted.com/talks/dan_pink_on_motivation</p>
Feb 15	<p>Topic: Basic motivational model, role of emotions, mental framework</p> <p>Description: Driving forces behind motivation – what is influencing the strength of motivation in context of timeline, goal and mental framework. Role of emotions as both a driving and/or procrastinating factor.</p> <p>Reading: The impact of Positive Reinforcement on Employees’ Performance in Organizations</p> <p>Assignments/deadlines: Consider your future job – what would your expectations be in terms of rewards and benefits? What would make you leave the job even if you were very well paid? Be prepared to discuss</p>
Feb 22	<p>Topic: Intrinsic and extrinsic motivation</p> <p>Description: Two levels of motivation will achieve different results. How to match the right type of motivators to the tasks assigned.</p> <p>Reading: Review chapters relevant to Motivation in Human Resource Management and Organizational behavior textbooks. Additional reading in NEO: Changing employee behavior: do extrinsic motivators really work? Non-Financial Recognition. The Most Effective of Rewards?</p> <p>Assignments/deadlines: Group assignment – group 1 – to be determined by instructor</p>
March 1	<p>Topic: Individual motivation – attribution theory, achievement motivation theory, Herzberg two factor theory</p> <p>Description: Overview of motivational theories and their application in practice.</p>

	<p>Reading:</p> <p>Review chapters relevant to Motivation in Human Resource Management and Organizational behavior textbooks. Additional reading in NEO: Employee Attributions of the “Why” of HR Practices</p> <p>Assignments/deadlines: Watch TED talk by Dan Ariely What makes us feel good about our work https://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work</p>
March 8	<p>Topic: Motivation in the workplace – employee engagement, feedback</p> <p>Description:Influence of organization’s environment on motivation.</p> <p>Reading: Review chapters relevant to Organizational culture in Human Resource Management and Organizational behavior textbooks. Additional reading in NEO: Motivation, behavior, and performance in the workplace</p> <p>Assignments/deadlines: Group assignment – group 2 – to be determined by instructor</p>
March 15	<p>Topic: Motivation in the workplace – organizational culture</p> <p>Description:Influence of organization’s environment on motivation.</p> <p>Reading: Review chapters relevant to Organizational culture in Human Resource Management and Organizational behavior textbooks. Additional reading in NEO: How Culture and Motivation Interacts? Organisational Culture and Motivation as Instigators for Employee Engagement Culture: The Missing Link Between Remuneration and Motivation</p> <p>Assignments/deadlines: Group assignment – group 3 – to be determined by instructor</p>
March 22	<p>Midterm exam</p>
March 29	<p>Topic: The link between leadership and motivation (transactional leadership, inspirational leadership etc.)</p> <p>Description: Influence of management style – both individual and organization on motivation.</p> <p>Reading: Review chapters relevant to Leadership in Organizational behavior and The psychology of work and organizations textbooks.</p>

	<p>Additional reading in NEO:</p> <p>The Techtopus: How Silicon Valley's most celebrated CEOs conspired to drive down 100,000 tech engine</p> <p>TED talk by Simon Sinek Why good leaders make you feel safe https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe</p> <p>Assignments/deadlines: Group assignment – group 4 – to be determined by instructor</p>
April 12	<p>Topic: Diversity in motivation – gender, culture and generation motivation differences</p> <p>Description: Even within the same organization and with the same manager, not all people are motivated in the same way. Influence of gender, culture and generation on motivation.</p> <p>Reading: Review chapters relevant to Diversity in Human Resource Management and Organizational behavior textbooks. Cultural intelligence : a guide to working with people from other cultures</p> <p>Additional reading in NEO:</p> <p>Managerial competency appraisal: A cross-cultural study of American and East Asian managers</p> <p>Women at Work: A Guide for Men</p> <p>How to Be Good at Managing Both Introverts and Extroverts</p> <p>Assignments/deadlines: Group assignment – group 5 – to be determined by instructor</p>
April 19	<p>Topic: Group motivation – cohesive groups, conformity as motivation, social loafing</p> <p>Description: Co-workers can have enormous influence on an individual's motivation – in both positive and negative ways.</p> <p>Reading: Review chapters relevant to Groups and teams in Human Resource Management and Organizational behavior textbooks</p> <p>Additional reading in NEO:</p> <p>Psychological Contract, Group Cohesiveness and Organizational Performance</p> <p>A groupthink analysis of the may 1996 Mount Everest disaster</p> <p>Fostering the Work Motivation of Individuals and Teams</p> <p>Assignments/deadlines: Group assignment – group 6 – to be determined by instructor</p>
April 26	<p>Topic: Competition vs collaboration – how to motivate people to work together rather than against each other</p>

	<p>Description: Working together or against each other – each very effective motivator leading to different type of results.</p> <p>Reading: HBR’s 10 Must Reads on Collaboration Additional reading in NEO: Creating a Collaborative Organizational Culture Should Your Management Strategy Promote Employee Collaboration Or Competition?</p> <p>Assignments/deadlines: Group assignment – group 7 – to be determined by instructor</p> <p>Assignments/deadlines:</p>
May 3	<p>Topic: Ethical aspects of motivation</p> <p>Description: Motivational factors that can influence our ethical values in context of leadership and organizational culture</p> <p>Reading: Review chapters relevant to Business Ethics in Human Resource Management and Organizational behavior textbooks</p> <p>Additional reading in NEO: Ethics in Organizations and Leadership Ethics, Morality, and Game Theory Behavioral Ethics in Organizations</p> <p>Assignments/deadlines:Individual presentation assignment deadline</p>
May 10	<p>Topic: Term project presentation</p> <p>Description: Students will present their essay as described in the assignment description.</p> <p>Reading: None</p> <p>Assignments/deadlines:Individual presentation assignment deadline</p>
May 17	<p>Topic: Final exam</p> <p>Description: see the assignment description</p> <p>Reading: review all class material</p>

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6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	42	20%	Active participation in class discussions, demonstrated ability to critically evaluate presented material	1, 2
Class preparation	8	0%	Research and analysis	1
Midterm exam	10	10%	Ability to critically evaluate information and explain motivational factors in relation to external situation	1, 2
Team Presentation	30	20%	Presentation skills, ability to explain the studied topic to peers, identify key issues, subject knowledge, ...	1, 2
Individual research paper + presentation	40	30%	Research and analysis, ability to identify correct motivational drivers in workplace context	1, 2
Final Test	20	20%	Ability to critically evaluate information and explain motivational factors in relation to external situation	1, 2
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

7. Detailed description of the assignments

Class participation: Participation in class does not mean attendance. Participation in class requires active communication between the student and professor by actively answering questions, volunteering opinions and observations, analysis of read material and any questions related to the concepts discussed.

In online format the students will have two options to earn participation grade:

Synchronous participation

- 1) Speaking during online sessions – this will presume the camera is on and the students actively ask as well as respond to questions.
- 2) Using the chat or Teams channel to pose questions or comments or to respond to questions. Only relevant comments will be counted as participation – meaning purely saying “I agree” or “I don’t know what you mean” or similar vague statements without any connection to discussed material will not be counted towards participation. The goal is to demonstrate involvement in the class.

The synchronous participation will be recorded by the instructor in terms of activity during each session.

Asynchronous participation

Students can initiate and respond to online discussions in NEO where the discussion needs to be topical to the week (i.e. initiate a discussion about organizational culture in the week we discuss organizational culture). Each module will have a discussion forum where students can post their own topics, observations, questions – and in turn respond to others. The instructor will not be posting topics and will not moderate the discussions (of course the instructor will answer questions directed to her and may choose to respond or correct some statements) – this is purely student activity aimed at enhancing the learning opportunity and earning grade points. **Only discussions initiated or responded to during the relevant week will be included in grading to avoid bulk posting.** The goal is to demonstrate involvement in the class.

Attendance record is not related to the participation score.

Team presentation

Students are organized in teams. Teams will be requested to research and prepare material related to one of the topics in week 2 (potentially also week 3 depending on the number of students) illustrating the influence of that specific motivational driver (i.e. difference in motivation between men and women). The project is to be delivered as a presentation and to be submitted in electronic format on the deadline announced by the lecturer. The presentation needs to contain the narrative that would otherwise have been presented.

Assessment breakdown

Assessed area	Percentage
Depth and appropriateness of research	45%
Relevance and context	25%
Conclusion and recommendation	30%

Midterm exam

Midterm exam will be in the form of an essay on a topic or a case study provided by the instructor. The students will have the whole session to work on answers. Further instructions will be available in the assignment description in NEO.

Individual research paper

Students will be able to choose or will be given a topic related to a current business problem or situation requiring research. The final project is to be delivered as an essay and presented in class. The essay is to be submitted in print and electronic format on the deadline announced by the lecturer. Students will present a brief overview of their research in a form of presentation the week before the final exam. Students can choose to support their overview with a Powerpoint presentation in which case they need to submit the slides together with the essay.

Assessment breakdown

Assessed area	Percentage
Clear and complete presentation of concepts	35%
Presentation quality	25%
Depth and appropriateness of research	30%
Grammar, spelling, punctuation, formatting	10%

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Final Exam

Final will follow the same format as the midterm exam focused on material covered after the midterm but expecting knowledge of the whole semester.

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he must submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. The form and documents must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows for a make-up. Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (phones, tablets, laptops...) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is "the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work." (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin's White Paper 'The Plagiarism Spectrum' (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another's work, word-for-word, as one's own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one's own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The "Aggregator" includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text's original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by and when: Dana Hague, January 16, 2021

Approved by and when:

Karel Kubias, Chair of Department of Management, January 19, 2021

Jan Vasenda, Dean, School of Business Administration, February 3, 2021