

# Managing Employee - Organization Relationships

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**Faculty:** Dariush Khaleghi, 425 999 0306 (message), [khaleghd@evergreen.edu](mailto:khaleghd@evergreen.edu)

**Class Schedule:** July 29 - Aug 26, Thursdays (6PM - 8:50PM)

**Location:** Online Zoom

## **MPA Mission Statement:**

Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We think critically and creatively; communicate effectively; work collaboratively; embrace diversity; we value fairness and equity; advocate powerfully on behalf of the public; and imagine new possibilities to accomplish positive change in our workplaces and in our communities. ***“Be the Change.”***

## **Course Description and Learning Objectives:**

How is your relationship with your organization? A positive employee-organization relationship (EOR) is the key to the viability and long-term success of employees and workplaces. This course examines the complex and reciprocal relationship between employees and employers/managers. Students in this class will learn and apply key psychological theories and models (i.e., social exchange theory, psychological contract, and procedural justice.) The discussions will include assessing the implications of EOR to psychological ownership, motivation, ethical behaviors, creativity, job satisfaction, trust, and performance of employees and how to improve the organizational outcomes.

This class is in an online format where class meetings are conducted via Zoom and learning activities placed on Canvas. Zoom sessions will be held on Thursdays only. The rest of the class will be offered asynchronous, online. The faculty will offer alternative assignments if conditions or illness prevent students from accessing our synchronous meetings, which will allow students to earn comparable credit. Students can receive credits in psychology, leadership studies, or business management for completing this course.

## **Learning Objective (After completing this course, students will able to:**

- Discuss the employee-organization relationship (EOR)
- Explain the role of EOR in organizational dynamics
- Discuss the importance of psychological contract and ownership
- Evaluate the impact of EOR on organizational outcomes
- Learn to become a more effective leader and member

## **Required Text:**

Shore, M. L., Coyle-Shapiro, A-M. J., & Tetrick, E. L. (2017, 1<sup>st</sup> ed.). *The Employee-Organization Relationship: Applications for the 21<sup>st</sup> Century*. Rutledge Publishing. ISBN: ISBN 9781138110809.

**Participation & Attendance:** Students are required to attend each class meeting. Participation includes focusing on class content, being engaged in class and seminar, listening to others, taking notes, completing interactive class exercises, avoiding distractions, and listening to and dialoguing with the guest speakers.

**Credit:** Students will receive 4 graduate credits at the completion of each quarter if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Incompletes may be offered on case-by-case basis. Refer to the MPA student handbook. Academic dishonesty and plagiarism (i.e., using other peoples' work as your own, see MPA Handbook for more), failing to complete one or more assignments completing more than one assignment late, or multiple absences may constitute denial of total credit. Students will be evaluated based upon their progress towards the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of the term.

**Evaluation:** Written self-evaluations and a faculty evaluation are required for credit at the end of each quarter, along with faculty evaluations of students.

**Accommodations:** To request academic accommodations due to a disability, please contact the office of Access for Students with Disabilities (867-6348 or 6364). Information about a disability or Services health condition are regarded as confidential. Please refer to TESC's Students With Disabilities Policy [here](#).

### **Holidays for Reasons of Faith or Conscience**

Please inform us in writing within the first two weeks of class if you will miss specific class sessions because of holidays of faith or conscience, or for an organized activity conducted as part of a religious denomination, church, or organization. If you let us know within that time frame, we will offer you reasonable accommodations, and the absence(s) will be excused. For more information, please refer to the Evergreen policy at <https://www.evergreen.edu/policy/religious-observance>.

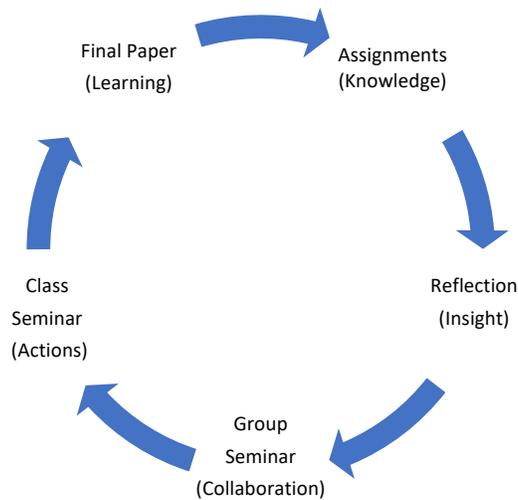
**Other Expectations of Students and Faculty:** We commit to promoting a cooperative, supportive atmosphere within the community; give everyone the opportunity for self-reflection and expression; use high standards in reading the text and preparing our papers, lectures, and comments in seminars; handle all disputes in a spirit of goodwill; respect our differences; and, discuss any problems involving others in the learning community directly with the individuals involved.

**We Abide by** the social contract, the student conduct code and the non-discrimination policies and procedures at TESC. See the college's Student Conduct webpage for more.

All students are expected to support and contribute to a well-functioning MPA classroom learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, up to and including dismissal from the MPA program.

**Communicating with Each Other:** Email and Canvas are our primary means of communication. You are responsible for checking your Evergreen email and Canvas regularly.

## Reflective Learning Model



## Final Student Evaluation

You will be evaluated on:

- Attendance and participation.
- Complete all assignments.
- Thorough reading of assignments and preparation for class and seminar discussions.
- The content and quality of ideas and effective communication skills in your presentations.
- The degree to which you achieve the course objectives as evidenced by your class participation, engagement in the seminar discussions, and final presentation.
- The Five Foci of Learning
  1. Interdisciplinary Study
  2. Collaborative Learning
  3. Learning Across Significant Differences
  4. Personal Engagement
  5. Linking Theory with Practical Applications

Students are expected to be engaged in all aspects of this course. They will be expected to voice their opinions and participate in group discussions and will be evaluated on their level of class participation. The written and oral presentations will be evaluated based on content and presentation.

## Online Postings

Online posts are a blend of individual and group activities. For the online assignments, students are required to **complete readings and other assignments and enter post entries in the designated Discussion Forums**. The student comments and entries need to be substantive and at least 200 words. **Students are also required to respond to two of their peers' comments**. The discussion posts need to be supported by evidence, examples, quotes, or facts from the readings. Students' responses to their peers' posts should expand, clarify, or refine the discussions. Students need to have access to Canvas to complete online assignments and discussions.

Note: A critical comment is not your opinion on a topic or a mere presentation of public policy arguments. A critical comment should be analytical, independent, and reflective and draw from the readings and/or debate as appropriate. You could use the questions below as a guide to generate your comments.

1. What am I actually learning here and how does it deepen my understanding?
2. How does the material help me become a more effective leader and professional?
3. What am I learning about myself and why is that important?

### **Term Paper and Presentation – Due on the Last Day**

For the final paper/presentation, students need to write a five-page research paper, excluding references, on a topic of their interest as it relates to teams. The final paper written assignment needs to be submitted to the faculty via canvas at the beginning of class on the last day of the course. Written assignments are to be typed in 12-point font and include appropriate citations. Endnotes and bibliography are in addition to the text if needed. You will be expected to use a style and citation format appropriate to academic research papers. Students will be required to present a summary of their papers in our last class. Students can use any medium to present their papers. Each student will have five to seven minutes to present. Be creative!

### **Class Schedule and Assignments**

Date	Assignments
<p style="text-align: center;"><b>W1</b> <b>July 29</b></p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Expanding the Boundaries and Challenging the Assumptions of the Employee–Organization Relationship (EOR) Literature</li> <li>• Post a Bio</li> </ul>
<p style="text-align: center;"><b>W2</b> <b>Aug 5</b></p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Is the Employee–Organization Relationship Misspecified?</li> <li>• The Centrality of Tribes in Experiencing the Organization.</li> <li>• The Employee–Organization Relationship and Ethics: When it Comes to Ethical Behavior, Who is the Organization and Why Does it Matter?</li> </ul>
<p style="text-align: center;"><b>W3</b> <b>Aug 12</b></p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Social Identity-Based Leadership and the Employee–Organization Relationship.</li> <li>• Perceived Organizational Cruelty: An Expansion of the Negative Employee–Organization Relationship</li> <li>• Fostering Anticipatory Justice: A New Option for Enhancing the Employee–Organization Relationship?</li> </ul>
<p style="text-align: center;"><b>W4</b> <b>Aug 19</b></p>	<p>Read</p> <ul style="list-style-type: none"> <li>• Employee–Organizational Relationships: Their Impact on Push-and-Pull Forces for Staying and Leaving.</li> <li>• Why Work Teams Fail in Organizations: Myths and Advice</li> <li>• Emotions: The Glue that Holds the Employee–Organization Relationships Together (or Not)</li> </ul>
<p style="text-align: center;"><b>W5</b> <b>Aug 26</b></p>	<p>Read:</p> <ul style="list-style-type: none"> <li>• Managing Diversity Means Managing Differently: A Look at the Role of Racioethnicity in Perceptions of Organizational Support.</li> <li>• Final Paper</li> <li>• Final Presentation</li> </ul>