



Psychology 501.19 – Winter 2006

Motivation in the Workplace

Instructor: Dr. Brian Holtz **Lecture Location:** A 0247B
Phone: 220-8482 **Lecture Days/Time:** Mondays 14:00 – 16:45
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Office Hours: By Appointment

COURSE OUTLINE

A primary goal of this course is to provide a solid foundation of knowledge regarding the conceptual approaches to work motivation. Additionally, this class will explore topics of foremost interest to contemporary motivation researchers. Motivation is considered a core construct in Industrial/Organizational Psychology (Mitchell & Daniels, 2003). This is reflected in a voluminous research literature that has accumulated over the decades. Given the vast quantity of topics that can be considered under the umbrella of work motivation, no one course could cover it all. We will begin by reviewing the historical foundation of work motivation research in order to gain an understanding of where work motivation research has been and where it is going. We will also examine the various conceptual approaches to work motivation. After establishing a foundation of knowledge, we will move on to cover a different area of motivation research each week. For each topic, you will be assigned pertinent readings that will aid you in evaluating the concepts under study. The selected articles will generally be from the last few years, so as to reflect what's new and exciting in the area of work motivation. Students will be required to read, present and discuss primary research articles and key review chapters in these areas. Student presentations will play an important role in this course. Students will also be required to generate a research proposal related to the course content.

Readings:

There is no textbook for this course. The readings will consist of primary research articles and chapters chosen by the instructor.

Evaluation:

	Weight	Due Date
Presentation 1	25%	TBA
Presentation 2	25%	TBA
Research Proposal	30%	April 17, 2006
Participation	20%	Throughout

Presentations

The student will choose two recent empirical research articles related to the course content from one of the journals listed below. Choose an article that is interesting to you and provide a detailed analysis of the article containing: a) Background- why was the study conducted, theory development, practical issues addressed etc.; b) Hypotheses or research question being asked; c) Design and methodology, d) results and conclusions; e) strengths and limitations of the study; f) ideas for future research. Note that (e) and (f) should include YOUR thoughts, not simply reiterating those of the authors. Use of PowerPoint slides is highly recommended. You should be prepared to speak for 30 minutes and then allow time for questions and discussion afterward. Your article must be approved by the instructor BEFORE you begin working on the presentation.

Primary Journals:

- *Journal of Applied Psychology*
- *Personnel Psychology*
- *Academy of Management Journal*
- *Organizational Behavior and Human Decision Processes*
- *Journal of Vocational Behavior*
- *Journal of Occupational and Organizational Psychology*
- *Journal of Management*
- *Journal of Personality and Social Psychology*

Research Proposal

This is a written paper that includes a thorough review of the research literature pertaining to your course-relevant topic. You should identify a knowledge gap in the literature and write a proposal for a research project that would fill that gap. Your research proposal should include the following sections: Introduction, Method, Analysis Plan, and Conclusion. The Introduction should describe the general area of research and the specific issue(s) and problem(s) that your study addresses, including why your study is important. The introduction will conclude with a statement of your specific hypotheses. The Method section should present details about how your study will be done: what sort of subjects you will use and where will these obtained; what measures you will be using; the procedure; and instructions that subjects will be given. The Analysis section should describe quite *generally* the statistical procedures that you will use to evaluate your hypotheses. Specific statistical tests do not have to be mentioned; instead use general terms. The length of your research proposal is less important than the completeness with which you describe your study. However, this paper should not exceed 15 pages double spaced plus title page, references and any figures.

Participation

Given the interactive nature of this course, active **student participation is very important**. Evidence of participation will be assessed based on knowledge of the readings, and participation in class discussion. Naturally, I am most interested in the quality of your contributions, not the sheer quantity of them.

Grading

A+ 96-100	B+ 80-84	C+ 67-71	D+ 54-58
A 90-95	B 76-79	C 63-66	D 50-53
A- 85-89	B- 72-75	C- 59-62	F 0-49

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (i.e., 89.5% will be rounded up to 90%, 89.4% will be rounded down to 89%, etc.).

Assignments are to be handed in during class. Emailed assignments **will not** be accepted. The penalty for late assignments is 10% per day.

University of Calgary Curriculum Objectives

Based upon the structure and content of this course, the following **Core Competencies** are addressed:

1. Insight and intuition in generating knowledge
2. Effective oral and written communication
3. Critical and creative thinking
4. Abstract reasoning and its applications
5. Interpretive and assessment skills

Course Schedule

Date	Topics	
January 9	Introduction/Course Outline	Instructor
January 16	History/Conceptual Approaches	Instructor
January 23	Conceptual Approaches (Continued)	Instructor
January 30	Expectancy/Efficacy/Goal Setting	3 Presentations
February 6	Self-Regulation	3 Presentations
February 13	Affect/Emotions/Satisfaction	3 Presentations
February 20	NO CLASS	NO CLASS
February 27	Dispositional influences/Needs	3 Presentations
March 6	Job Design/Intrinsic vs. Extrinsic Motivation	3 Presentations
March 13	Equity/Justice	3 Presentations
March 20	Reinforcements/Punishments	3 Presentations

March 27	Social Influences/Culture/Groups & Teams	3 Presentations
April 3	Outcomes/Performance/Satisfaction/Commitment	3 Presentations
April 10	Special Topics	3 Presentations
April 17	Paper Due	Paper Due

NOTE: The schedule and/or readings may be changed from time to time as circumstances warrant. Students will be advised of any changes made

Reappraisal of Grades

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next fifteen days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same.

If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within fifteen days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodation

It is a student's responsibility to request academic accommodation. If you are a student with a disability who may require academic accommodation and **have not** registered with the Disability Resource Centre, please contact their office at 220-8237. If you are seeking academic accommodation, please notify your instructor no later than fourteen (14) days after the commencement of the course. Note that the lecturer must approve any tape recordings of lectures.

Absence From A Test

Make-up exams are NOT an option without an official University medical excuse (see the University Calendar). You must contact the instructor before the scheduled examination or you will have forfeited any right to make up the exam. At the instructor's

discretion, a make-up exam may differ significantly (in form and/or content) from a regularly scheduled exam. Except in extenuating circumstances (documented by an official University medical excuse), a makeup exam is written within two (2) weeks of the missed exam.

A completed Physician/Counselor Statement will be required to confirm absence from a test for health reasons. The student will be required to pay any cost associated with the Physician Counselor Statement.

Bonus Course Credits for Research Participation

Students in most psychology courses are eligible to participate in Departmentally-approved research and earn credits toward their final grades. A maximum of two credits (2%) per course, including this course, may be applied to an individual's final grade. Information about current experiments is on the Experimetrix website at <http://experimetrix.com/uc>. The read.me link at that site provides a guide to using the system and assigning your credits. The last day to participate in research and ALLOCATE YOUR CREDITS TO YOUR COURSES is April 12, 2006.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in the Administration building, room 170 or may be contacted at 220-5567.

Student Union VP Academic: Phone: 220-3911 suvpaca@ucalgary.ca
Student Union Faculty Rep.: Phone: 220-3913 socialsciexp@su.ucalgary.ca

Important Dates

The last day to drop this course and **still receive a fee refund** is January 20, 2006. The last day to withdraw from this course is April 13, 2006.

Readings

January 9: Introduction

No Readings

January 16: History and Conceptual Approaches

Steers, R.M, Mowday, R.T., & Shapiro, D.L. (2004). The future of work motivation theory. *Academy of Management Review*, 29, 379-387.

Mitchell, T. R., & Daniels, D. (2003). Motivation. In *Borman, Walter C (Ed); Ilgen, Daniel R (Ed); et al (2003) Handbook of psychology: Industrial and organizational psychology, Vol 12* (pp. 225-254). New York, NY: John

January 23: Conceptual Approaches (Continued)

Donovan, J. J. (2002). Work motivation. In *Anderson, Neil (Ed); Ones, Deniz S (Ed); et al (2002) Handbook of industrial, work and organizational psychology, Volume 2: Organizational psychology* (pp. 53-76). Sage.

Latham, G. P., & Pinder, C.C. (2005). Work Motivation Theory and Research at the Dawn of the Twenty-First Century. *Annual Review of Psychology, 56*, 485-516.

Locke, E.A., & Latham, G.P. (2004). What Should We Do About Motivation Theory? Six Recommendations for the Twenty-First Century. *Academy of Management Review, 29*, 388-403.

January 30: Expectancy/Efficacy/Goal Setting

Schweitzer, M. E, Ordonez, L., & Douma, B. (2004). Goal Setting as a Motivator of Unethical Behavior. *Academy of Management Journal, 47*, 422-432.

Bandura, A., & Locke, E.A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology, 88*, 87-99.

Locke, E.A., & Latham, G.P. (2002). Building a practically useful theory of goal setting and task motivation. *American Psychologist, 57*, 705-717.

Fried, Y., & Slowik, L.H. (2004). Enriching goal-setting theory with time: An integrated approach. *Academy of Management Journal, 47*, 404-422.

February 6: Self-Regulation

Vancouver, J.B., & Day, D.V. (2005). Industrial and organization research on self-regulation. From constructs to applications. *Applied Psychology: An International Review, 54*, 155-185.

VanderWalle, D., Brown, S.P., Cron, W.L., & Slocum, J.W. (1999). The influence of goal orientation and self-regulation tactics on sales performance: A longitudinal field test. *Journal of Applied Psychology, 82*, 249-259.

Donovan, J.J., & Williams, K.J. (2003). Missing the mark: Effects of time and causal attributions on goal revision in response to goal-performance discrepancies. *Journal of Applied Psychology, 88*, 379-390.

Ilies, R., & Judge, T.A. (2005). Goal Regulation across Time: The Effects of Feedback and Affect. *Journal of Applied Psychology, 90*, 453-467.

February 13: Affect/Emotions/Satisfaction

Seo, M.G., Barrett, L.F., & Bartunek, J.M. (2004). The Role of Affective Experience in Work Motivation. *Academy of Management Review*, 29, 423-439.

Erez, A., & Isen, A.M. (2002). The influence of positive affect on the components of expectancy motivation. *Journal of Applied Psychology*, 87, 1055-1067.

Brief, A. P., Butcher, A. H., & Roberson, L. (1995). Cookies, disposition, and job attitudes: The effects of positive mood-inducing events and negative affectivity on job satisfaction in a field experiment. *Organizational Behavior and Human Decision Processes*, 62, 55-62.

February 20: NO CLASS

February 27: Dispositional Influences/Needs

Lee, F.K., Sheldon, K.M., & Turban, D.B. (2003). Personality and the goal-striving process: The influence of achievement goal patterns, goal level, and mental focus on performance and enjoyment. *Journal of Applied Psychology*, 88, 256-265.

Judge, T.A., & Ilies, R. (2002). Relationship of personality to performance motivation: A meta-analytic review. *Journal of Applied Psychology*, 87, 797-807.

Erez, A., & Judge, T.A. (2001). Relationship of core self-evaluations to goal setting, motivation, and performance. *Journal of Applied Psychology*, 86, 1270-1279.

March 6: Job Design/Intrinsic vs. Extrinsic Motivation

Morgeson, F.P., & Campion, M.A. (2002). Minimizing tradeoffs when redesigning work: Evidence from a longitudinal quasi-experiment. *Personnel Psychology*, 55, 589-612.

Van Yperen, N.W., & Hagedoorn, M. (2003). Do high job demands increase intrinsic motivation or fatigue or both? The role of job control and job social support. *Academy of Management Journal*, 46, 339-348.

Steele-Johnson, D., Beauregard, R.S., Hoover, P.B., & Schmidt, A.M. (2000). Goal orientation and task demand effects on motivation, affect, and performance. *Journal of Applied Psychology*, 85, 724-738.

March 13: Equity/Justice

Colquitt, J.A., Conlon, D.E., Wesson, M.J., Porter, C.O.L.H., & Ng, K.Y. (2001). Justice at the millennium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86, 425-445.

Ambrose, M.L., Seabright, M.A., & Schminke, M. (2002). Sabotage in the workplace: The role of organizational injustice. *Organizational Behavior and Human Decision Processes*, 89, 947-965.

Simons, T., & Roberson, Q. (2003). Why managers should care about fairness: The effects of aggregate justice perceptions on organizational outcomes. *Journal of Applied Psychology*, 88, 432-443.

March 20: Reinforcement/Punishment

Rynes, S.L., Gerhart, B., & Parks, L. (2005). Personnel psychology: Performance evaluation and pay for performance. *Annual Review of Psychology*, 56, 571-600.

Luthans, F., & Stajkovic, A.D. (1999). Reinforce for performance: The need to go beyond pay and even rewards. *Academy of Management Executive*, 13, 49-57.

Markham, S.E., Scott, K.D., & McKee, G.H. (2002). Recognizing good attendance: A longitudinal, quasi-experimental field study. *Personnel Psychology*, 55, 639-660.

March 27: Social Influences/Culture/Groups & Teams

Ellemers, N., de Gilder, D., Haslam, S.A. (2004). Motivating Individuals and Groups at Work: A Social Identity Perspective on Leadership and Group Performance. *Academy of Management Review*, 29, 459-478.

Hertel, G., Kerr, N.L., & Messe, L.A. (2000). Motivation gains in performance groups: Paradigmatic and theoretical developments in the Kohler Effect. *Journal of Personality and Social Psychology*, 79, 580-601.

Huang, X., & Van de Vliert, E. (2003). Where intrinsic job satisfaction fails to work: national moderators of intrinsic motivation. *Journal of Organizational Behavior*, 24, 159-179.

April 3: Outcomes/Performance/Commitment/Satisfaction

Myer, J.P., Becker, T.E., & Vandenberghe, C. (2004). Employee Commitment and Motivation: A Conceptual Analysis and Integrative Model. *Journal of Applied Psychology*, 89, 991-1007.

Barrick, M.R., Stewart, G.L., & Piotrowski, M. (2002). Personality and job performance: Test of the mediating effects of motivation among sales representatives. *Journal of Applied Psychology*, 87, 43-51.

Eisenberger, R., & Rhodes, L. (2001). Incremental effects of reward on creativity. *Journal of Personality and Social Psychology*, 81, 728-741.

April 10: Special Topics (miscellaneous)

Kanfer, R., & Ackerman, P.L. (2004). Aging, adult development, and work motivation. *Academy of Management Review*, 29, 440-458.

Other Readings TBA