







## Psychology 739.01 – Winter 2007 Motivation in the Workplace


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### 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 conceptual approaches to work motivation research in order to gain an understanding of where work motivation research has been and where it is going. 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 mix of seminal articles and more recent articles. More recent articles are presented to demonstrate the current state of motivation research (these articles vary in quality). This course is designed not only to increase your knowledge of the motivation literature, but also to develop skills critical to Industrial-Organizational Psychologists. Specifically, the course will provide growth opportunities in critical skills listed below.

**O\*NET 19-3032.00 - Industrial-Organizational Psychologists.**

Importance	Skill
94 	<b>Critical Thinking</b> — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
93 	<b>Active Listening</b> — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
90 	<b>Reading Comprehension</b> — Understanding written sentences and paragraphs in work related documents.
89 	<b>Writing</b> — Communicating effectively in writing as appropriate for the needs of the audience.

80  **Speaking** — Talking to others to convey information effectively.

62  **Persuasion** — Persuading others to change their minds or behavior.

**Critical Thinking.** No explanation necessary here, we all know how important this is! You'll get plenty of opportunity in this course to **critically review** research this semester.

**Active Listening.** This course involves discussing empirical and theoretical work. Listen to the comments your colleagues make, paying close attention to what they are saying (rather than what your response will be). In lower-level courses, class discussions often take the form of a series of loosely-related comments. In this course we will work hard to have lively *dialogue* about the topics. Also, you will have the opportunity to listen to your colleagues present their research ideas. Listen carefully, ask questions, and be prepared to provide constructive feedback about their presentations. We can learn much from each other, but only if we listen.

**Reading Comprehension.** This course involves a great deal of reading. Read the articles very carefully. Come to class ready to discuss what you have read.

**Writing.** There is no doubt that writing is one of the most frequent and critical tasks PhD students, faculty, and practitioners engage in. You will have the opportunity to practice your skills by writing a 15-20 page research proposal.

**Speaking.** Effective oral communication is key to success in academic careers and perhaps even more critical for practitioners. In each class you will engage in dialogue, giving you ample opportunity to communicate complex ideas. Further, this class will provide two opportunities to practice your presentation skills. I once asked a very effective speaker how he got to be so good at delivering presentations. He said it's simple, he never passed up an opportunity to present; practice makes better! On this note, for those auditing the course, I encourage you to deliver an article presentation for the sake of practice (and to expose your colleagues to even more research).

**Persuasion.** There is plenty of room for disagreement in the motivation literature. Be prepared to argue (respectfully) your point of view and try to persuade others to share your perspective. Feel free to play "devils advocate" or be provocative in order to stimulate lively discussion. Have fun!

**Constructively reviewing the work of others.** Whether reviewing a technical report for a client or a scholarly paper, reviewing the written work of colleagues is a task you will do frequently in your career. In my opinion, this is an underdeveloped area in most graduate training. In this course you will have the opportunity to work on this skill. Both in practice and academia we often seek feedback on early drafts of our work. You will review a full (but not final) draft of a colleague's research proposal. You should make constructive comments, corrections, and suggestions for improvement. The comments should be hand written directly on the document. Photocopy your comments and return one copy to the author and one copy to me. It is also important to be able to provide

feedback for oral presentations. You will have the chance to provide constructive feedback to your colleagues on their oral presentations.

### **Readings:**

There is no textbook for this course. The readings will consist of primary research articles and chapters (see below).

### **Evaluation:**

<b>Component</b>	<b>Weight</b>	<b>Due Date</b>
Article Presentation	10%	TBA
Research Presentation	20%	April 9
Research Proposal	35%	Full Draft: March 19 Final Draft: April 9
Participation	35%	Throughout

### **Article Presentation**

You will give a PowerPoint presentation of a recent empirical article from a primary journal related to the course content. Choose an article that is interesting to you and provide an analysis of the article containing: a) Background- why was the study conducted, theoretical development, practical issues addressed etc.; b) hypotheses or research question being asked; c) methodology, d) results and conclusions; e) strengths and limitations of the study; f) ideas for future research. Note that (e) and (f) should include some of your own insights. The format of your presentation should be similar to a typical conference presentation (though, in this case, the work is not your own). Your presentation should be about 12 minutes. Afterwards, you should be prepared to facilitate questions and discussion.

### **Research Proposal**

This is a written paper that includes a thorough review of the research literature pertaining to a 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 the statistical procedures that you will use to evaluate

your hypotheses. The length of your research proposal is less important than the completeness with which you describe your study. However, this paper should not exceed 20 pages double spaced (not including title page, references, figures, etc.).

### **Research Presentation**

Students will prepare a presentation related to the topic of their research proposal. In addition to describing the research proposal, presentations should be designed to educate the class about the selected topic. The presentations should be about a half-hour long followed by about 15 minutes of class discussion led by the presenter.

### **Participation**

Given the interactive nature of this course, **active participation is critical**. Evidence of participation will be assessed based on knowledge of the readings, and participation in class discussion. Students are expected to form, express, and defend their own opinions about the research we review. I am interested in the quantity and, more importantly, the quality of your contributions. Additionally, tasks including providing peer feedback (papers and presentations) and any in-class exercises will count towards your participation grade.

### **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

**IMPORTANT:** A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded shall discuss the work with the instructor within fifteen days of being notified about the mark or of the items' return to the class. No reappraisal is permitted after the fifteen-day period. The lecturer must approve any tape recordings of lectures.

**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.

**Important Dates**

The last day to drop this course and **still receive a fee refund** is January 19, 2007. The last day to withdraw from this course is April 13, 2007.

**Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Due</b>
Jan. 8	History & Conceptual Approaches	
Jan. 15	Goal Setting	
Jan. 22	Goal Regulation	
Jan 29	Goal Orientation	
Feb. 5	Efficacy	
Feb. 12	Dispositions	
Feb. 19	<b>Reading Week: No class</b>	
Feb. 26	Affect	Paper Topic
March 5	Justice	
March 12	Incentives	
March 19	Job Design	First Full Draft
March 26	Groups & Teams	Peer Feedback
April 2	<b>Flex Day: No readings</b>	
April 9	Presentations	Final paper

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

## **Readings**

### **January 8: 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
- 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.
- Steel, P., & Konig, C. J. (2006). Integrating theories of motivation. *Academy of Management Review*, 31, 889-913.

### **January 15: Goal Setting**

- Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance* (Chapter 1). Englewood cliffs, NJ: Prentice Hall.
- Schweitzer, M. E, Ordonez, L., & Douma, B. (2004). Goal Setting as a Motivator of Unethical Behavior. *Academy of Management Journal*, 47, 422-432.
- Stajkovic, A. D., Locke, E. A., & Blair, E. S. (2006). A first examination of the relationship between primed subconscious goals, assigned conscious goals, and task performance. *Journal of Applied Psychology*, 91, 1172-1180.
- Cron, W. L., Slocum, J. W., Jr., VandeWalle, D., & Fu, F. Q. (2005). The Role of Goal Orientation on Negative Emotions and Goal Setting When Initial Performance Falls Short of One's Performance Goal. *Human Performance*, 18, 55-80.

### **January 22: Goal 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.

### **January 29: Goal Orientation**

Seijts, G. H., Latham, G. P., Tasa, K., & Latham, B. W. (2004). Goal setting and goal orientation: An integration of two different yet related literatures. *Academy of Management Journal, 47*, 227-239.

Deshon, R. P., & Gillespie, J. Z. (2005). A motivated action theory account of goal orientation. *Journal of Applied Psychology, 90*, 1096-1127.

Bell, B. S., & Kozlowski, S. W. J. (2002). Goal orientation and ability: Interactive effects on self-efficacy, performance, and knowledge. *Journal of Applied Psychology, 87*, 497-505.

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.

Davis, W. D., Carson, C. M., Ammeter, A. P., & Treadway, D. C. (2005). The interactive effects of goal orientation and feedback specificity on task performance. *Human Performance, 18*, 409-426.

### **February 5: Efficacy**

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

Yeo, G. B., & Neal, A. (2006). An Examination of the Dynamic Relationship Between Self-Efficacy and Performance Across Levels of Analysis and Levels of Specificity. *Journal of Applied Psychology, 91*, 1088-1101.

Tierney, P., & Farmer, S. M. (2004). The Pygmalion Process and Employee Creativity. *Journal of Management, 30*, 413-432.

Lindsley, D. H., Brass, D. J., & Thomas, J. B. (1995). Efficacy-performance spirals: A multilevel perspective. *Academy of Management Review*, *20*, 645-678.

### **February 12: Dispositional Influences**

- 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.
- 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.

### **February 26: Affect**

- 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.
- Custers, R., & Aarts, H. (2005). Positive affect as implicit motivator: On the nonconscious operation of behavioral goals. *Journal of Personality and Social Psychology*, *89*, 129-142.
- Begley, T., & Lee, C. (2005). The role of affectivity in pay-at-risk reactions: A longitudinal study. *Journal of Applied Psychology*, *90*, 382-388.



### **March 5: Equity/Justice**

- Adams, J. S. (1965). Inequity in social exchange. In L. Berkowitz (Ed.), *Advances in Experimental Social Psychology* (Vol. 2, pp. 267-299). New York. Academic Press.
- Greenberg, J. (1988). Equity and workplace status: A field experiment. *Journal of Applied Psychology, 73*, 606-613.
- Greenberg, J. (1993). Stealing in the name of justice: Informational and interpersonal moderators of theft reactions to underpayment inequity. *Organizational Behavior and Human Decisions Processes, 54*, 81-103.
- 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.
- Colquitt, J. A., Scott, B. A., Judge, T. A., & Shaw, J. C. (2006). Justice and personality: Using integrative theories to derive moderators of justice effects. *Organizational Behavior and Human Performance, 100*, 110-127

### **March 12: Incentives/Reinforcement**

- 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.
- Kuvass, B. (2006). Work performance, affective commitment, and work motivation: The roles of pay administration and pay level. *Journal of Organizational Behavior, 27*, 365-385.
- Markham, S.E., Scott, K.D., & McKee, G.H. (2002). Recognizing good attendance: A longitudinal, quasi-experimental field study. *Personnel Psychology, 55*, 639-660.
- Brett, J. M. & Stroh, L. K. (2003). Working 61 plus hours a week: Why do managers do it? *Journal of Applied Psychology, 88*, 67-78.

### **March 19: Job Design**

- Hackman, J., & Oldham, G. R. (1980). *Work redesign* (chapter 4, pp. 71-97). Reading, MA: Addison-Wesley.
- 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.
- Burr, R., & Cordery, J. L. (2001). Self-management efficacy as a mediator of the relation between job design and employee motivation. *Human Performance, 14*, 27-44.
- Piccolo, R. F., & Colquitt, J. A. (2006). Transformational leadership and job behaviors: The mediated role of core job characteristics. *Academy of Management Journal, 49*, 327-340.

### **March 26: 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.
- DeShon, R. P., Kozlowski, S. W. J, Schmidt, A. M., Milner, K. R., & Wiechmann, D. (2004). A Multiple-Goal, Multilevel Model of Feedback Effects on the Regulation of Individual and Team Performance. *Journal of Applied Psychology, 89*, 1035-1056.
- Dragoni, L. (2005). Understanding the Emergence of State Goal Orientation in Organizational Work Groups: The Role of Leadership and Multilevel Climate Perceptions. *Journal of Applied Psychology, 90*, 1084-1095.

LePine, J. A. (2005). Adaptation of teams in response to unforeseen change: Effects of goal difficulty and team composition in terms of cognitive ability and goal orientation. *Journal of Applied Psychology, 90*, 1153-1167.