PSYCH 462: Motivation and Feedback
WINTER 2010

Instructor: Doug Brown
Class: Thursday 12:30– 2:20
Room: HH 373

Course Description:
I/O Psychologists have long been interested in the topic of motivation. The purpose of this course is to familiarize students with key aspects of motivation theories. Each week we will cover a single topic related to motivation or feedback and read recent articles that have addressed issues related to the topic.

Evaluation

Three distinct components will be used to assess students.

- **Discussion leader and class participation (50%):** 25% for leading and 25% for participation each week.
  - Each week one or more students will take responsibility for leading class discussion. Discussion leaders should ensure that the discussion stays on topic and that it reflects the key issues addressed in the readings. Discussion leaders should also ensure that the discussion addresses some of the practical implications of the readings. Finally, there should be some consideration of the mechanics of the empirical pieces (i.e., do their conclusions follow from the data? Were the analyses conducted appropriately? What are the next logical studies?).
  - The discussion leaders also will be responsible for reading additional articles, or two, and summarizing it (them) for the class. All students are expected to contribute to class discussion each week.

- **Reflection (10%).** In the final 20 minutes of each class period students will be asked to write down their thoughts regarding the readings and discussion for a particular week. Each reflection piece will be worth 1%.

- **Term paper (40%): Research Proposal**
  - Each student is responsible for writing a term paper (8-10 double spaced pages + figures, tables, and references). The paper should include the following: (a) introduction with a review of the relevant literature, (b) hypotheses or propositions that naturally stem from the literature review, (c) proposed methodology and analytic strategy, and (d) relevant tables, figures, and references.
  - In writing your term paper, you are free to apply motivation to any content area that you are interested in (e.g., job search/turnover, employee/leader development, team processes, performance appraisal, compensation, leadership, training). Alternatively, you may decide to pursue an idea that stems directly from the readings (e.g., test an aspect of a motivational theory or feedback seeking). Regardless of the approach that you take, I expect you to go beyond the articles covered in the course (i.e., Do not expect that we have read everything there is to read on the topic. As a result, you will need to thoroughly review the relevant literature).
Nonnegotiable Deadlines

- March 18th: A 1 page outline of your intended paper topic is due to the instructor. This summary should include: (a) a very brief review of the previous literature on the topic and what, in general, has been found and (b) a discussion of the basic issue to be tested. For the second part, you should clarify why your basic research question is important to address. This will be 10% of your paper grade. If you do not hand in the 1 page outline by the deadline, you will receive 0.
- April 10th: Final paper, as outlined above, is due to me by 5:00 PM. The final paper will be worth 90% of your paper grade.

My policy on term papers. I expect that term papers will be completed professionally. In this regard, any paper that contains an excessive number of grammatical errors or which suggests that the author has not clearly thought out the topic/issues, will result in a failing grade. In my mind, a term paper means that you have spent one term thinking about, reading, researching, and writing the paper.

Note on avoidance of academic offenses
All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary penalties will be imposed in accordance with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to consult the summary of Policy #71 (Student Academic Discipline) which is supplied in the Undergraduate Calendar (p.1:11). If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.

Readings (PAS 4028)

Week 1 (Jan 14th): The Basics: Goals, Control Theory, Social Cognitive Theory, and Goal Setting Theory


Discussion Leader: Jeff Spence
Summary Article(s):


Week 2 (Jan 21st): Goals I: Human Needs


Discussion Leader:
Summary Article:


Week 3 (Jan 28th): Goals II: Promotion and Prevention


Discussion Leader:
Summary Articles:

**Week 4 (Feb 4th): Goals III: Construal Level**


**Discussion Leader:**

**Summary Articles:**


**Week 5 (Feb 11th): Does Self-Regulation Require Cognitive Resources**


**Discussion Leader**

**Summary Article:**


**Week 6 (Feb 25th): Goal Automaticity**


**Discussion Leader:**

**Summary Articles:**


**Week 7 (March 4th): Phase Models of Motivation**


**Discussion Leader:**

**Summary Articles:**


**Week 8 (March 11th): Self-Regulation, Goal Revision, and Attributions**


**Discussion Leader:**

**Summary Articles:**


**Week 9 (March 18th): Self-Regulatory Failure**


**Discussion Leader:**

**Summary Article:**

Week 10 (March 25th): Designing Motivating Jobs


Discussion Leader:
Summary Article:
