

PSYCH 462: Motivation and Feedback WINTER 2007

Instructor: Doug Brown

Class: Thursday 12:30– 2:20

Room: PAS 4288

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

Two distinct components will be used to assess students.

- **Discussion leader and class participation (50%: 25% for leading and 25% for participation).**
 - 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? etc...).
 - The discussion leaders also will be responsible for reading an additional article, or two, and summarizing it (them) for the class. Alternatively, the discussion leader(s) can use the additional readings to generate topics for discussion.
 - All students are expected to contribute to class discussion each week.
- **Term paper (50%): Research Proposal**
 - Each student is responsible for writing a term paper (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, (d) relevant tables, figures, and references, and (e) an appendix that includes the measures or stimulus materials that you will utilize.
 - In writing your term paper, you are free to apply motivation/feedback to any content area that you are interested in (e.g., job search/turnover, employee/leader development, team processes, performance appraisal, compensation, leadership, training etc...). 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).

- You may propose either a lab or a field study.

Nonnegotiable Deadlines

- **Feb 16th**: A 2 page outline of your intended paper topic is due to the instructor. This summary should include: (a) a very brief 1-1.5 page 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 (.5 to 1 page). For the second part, you should clarify why your basic research question is important to address. This will be **20%** of your paper grade. If you do not hand in the 2 page outline by the deadline, you will receive 0.
- **March 30th**: Final paper, as outlined above, is due to me by 5:00 PM. The final paper will be **80%** 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)

Jan 11th: Review of Motivational Theories

Donovan, J.J. (2001). Work motivation. In N. Anderson, D.S. Ones, H.K. Sinangil, & C. Viswesvaran (Eds.), *Handbook of Industrial, Work, & Organizational Psychology*, (Vol 2)

Locke, E. A., & Latham, G. P. What should we do about motivation theory? Six recommendations for the twenty-first century. *Academy of Management Review*, 29, 388-403.

Discussion Leader: Summary Article(s):

Gollwitzer, P. M., & Moskowitz, G. B. (1996), "Goal effects on action and cognition". In E. T. Higgins and W. Kruglanski (Eds.), *Social Psychology: Handbook of basic principles* (pp. 361-399). New York: Guilford.

Locke, E. A., & Latham, G. P. (2006). New directions in goal-setting theory. *Current Directions in Psychological Science, 15*, 265-268.

Jan 18th: The Basics: Control Theory and Goal Setting Theory

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist, 57*, 705-717.

Klein, H. (1989). An integrated control theory model of work motivation. *Academy of Management Review, 150-172*.

Discussion Leader:

Summary Article(s):

Locke, E.A. (1991). Goal theory vs. control theory: Contrasting approaches to understanding work motivation. *Motivation and Emotion, 15*, 9-27.

Klein, H.J. (1991). Control theory and understanding motivated behavior: A different conclusion. *Motivation and Emotion, 15*, 29-45.

Jan 25th: Goal Orientation

Elliot, A. J., & Church, M. A. (1997). A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology, 72*, 218-232.

Brett, J.F., & VandeWalle, D. (1999). Goal orientation and specific goal content as predictors of performance outcomes in a training program. *Journal of Applied Psychology, 84*, 863-873.

Discussion Leader:

Summary Article:

Heimbeck, D., Frese, M., Sonnentag, S., & Keith, N. (2003). Integrating errors into the training process: The function of error management instructions and the role of goal orientation. *Personnel Psychology, 56*, 333-361.

Elliot, A. J., & McGregor, H. A. (2001). A 2 x 2 achievement goal framework. *Journal of Personality and Social Psychology, 80*, 501-519.

Feb 1st: Self-Determination Theory

Ryan, R. M., & Deci, E. L. (2000) Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.

Vansteenkiste, M. et al., (2004). Motivating learning, performance, and persistence: The synergistic effects of intrinsic goal contents and autonomy-supportive contexts. *Journal of Personality and Social Psychology*, 87, 246-260.

Discussion Leader:

Summary Article:

Sheldon, K.M., & Elliot, A. J. (1999). Goal striving, need satisfaction, and longitudinal well-being: The self-concordance model. *Journal of Personality and Social Psychology*, 76, 482-497.

Judge, T. A., Bono, J. E., Erez, A., & Locke, E. A. (2005). Core self-evaluations and job and life satisfaction: The role of self-concordance and goal attainment. *Journal of Applied Psychology*, 90, 257-268.

Feb 8th: Goal Commitment

Donovan, J.J., & Radosevich, D.J. (1998). The moderating role of goal commitment on the goal difficulty-performance relationship: A meta-analytic review and critical reanalysis. *Journal of Applied Psychology*, 83, 308-315.

Klein, H. J., Wesson, M. J., Hollenbeck, J. R., & Alge, B. J. (1999). Goal commitment and the goal-setting process: Conceptual clarification and empirical synthesis. *Journal of Applied Psychology*, 84, 885-896.

Meyer, 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.

Discussion Leader:

Summary Article:

Guthrie, J. P., & Hollensbe, E. C. (2004). Group incentives and performance: A study of spontaneous goal setting, goal choice, and commitment. *Journal of Management*, 30, 263-284.

Klein, H. J., & Lee, S. (2006). The effects of personality on learning: The mediating role of goal setting. *Human Performance*, 19, 43-66.

Feb 15th: Self-Regulation and Goal Revision

Phillips, J. M., Hollenbeck, J. R., & Ilgen, D. R. (1996). Prevalence and prediction of positive discrepancy creation: Examining a discrepancy between two self-regulation theories. *Journal of Applied Psychology, 81*, 498-511.

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.

Discussion Leader:

Summary Article:

Porath, C. L., & Bateman, T. S. (2006). Self-regulation: From goal orientation to job performance. *Journal of Applied Psychology, 91*, 185-192.

Crocker, J., Brook, A. T., Niiya, Y., & Villacorta, M. (2006). The pursuit of self-esteem: Contingencies of self-worth and self-regulation. *Journal of Personality, 74*, 1749-1772.

Feb 22nd: READING WEEK (No class)

March 1st: Self-Efficacy

Gist, M.E., & Mitchell, T. R. (1992). Self-efficacy: A theoretical analysis of its determinants and malleability. *Academy of Management Review, 17*, 183-211.

Brown, S. P., Jones, E., & Leigh, T. W. (2005). The attenuating effect of role overload on relationships linking self-efficacy and goal level to work performance. *Journal of Applied Psychology, 90*, 972-979.

Discussion Leader:

Summary Article:

Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes, 50*, 248-287.

Sue-Chan, C., & Ong, M. (2002). Goal assignment and performance: Assessing the mediating roles of goal commitment and self-efficacy and the moderating role of power distance. *Organizational Behavior and Human Decision Processes, 89*, 1140-1161.

March 8th: Individual Differences

Phillips, J.M., & Gully, S. M. (1997). Role of goal orientation, ability, need for achievement, and locus of control in the self-efficacy and goal-setting process. *Journal of Applied Psychology, 82*, 792-802.

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

Discussion Leader:

Summary Article:

Lee, F., 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.

Sansone, C., & Thomas, D. B. (2006). Maintaining activity engagement: Individual differences in the process of self-regulating motivation. *Journal of Personality, 74*, 1697-1720.

March 15th: Feedback: The Basics

Ilgen, D. R., Fisher, C. D., & Taylor, M. S. (1979). Consequences of individual feedback on behavior in organizations. *Journal of Applied Psychology, 64*, 349-371.

Ashford, S. J., & Cummings, L. L. (1983). Feedback as an individual resource: Personal strategies of creating information. *Organizational Behavior and Human Performance, 32*, 370-398.

Discussion Leader:

Summary Article:

Vancouver, J.B., & Tischner, E.C. (2004). The effect of feedback sign on task performance depends on self-concept discrepancies. *Journal of Applied Psychology, 89*, 1092-1098.

Sinclair, L., & Kunda, Z. (2000). Motivated stereotyping of women: She's fine if she praised me but incompetent if she criticized me. *Personality and Social Psychology Bulletin, 26*, 1329-1342.

March 22nd: Feedback Seeking

Morrison, E.W. & Bies, R.J. (1991). Impression management in the feedback-seeking process: A literature review and research agenda. *Academy of Management Review*, 16(3), 522-541.

Ashford, S. J., & Northcraft, G. B. (1992). Conveying more (or less) than we realize: The role of impression management in feedback seeking. *Organizational Behavior and Human Decision Processes*, 53, 310-334.

Discussion Leader:

Summary Article:

Williams, J. R., Miller, C., Steelman, L. A., & Levy, P. E. (1999). Increasing feedback seeking in public contexts: It takes two (or more) to tango. *Journal of Applied Psychology*, 84(6), 969-976.

Levy, P. E., Albright, M. D., Cawley, B. D., & Williams, J. R. (1995). Situational and individual determinants of feedback seeking: A closer look at the process. *Organizational Behavior and Human Decision Processes*, 62, 23-37.

March 29th: Feedback Seeking (cont)

Sully De Luque, M.F. & Sommer, S.M. (2000). The impact of culture on feedback-seeking behavior: An integrated model and propositions. *Academy of Management Review*, 25(4), 829-849.

Moss, S.E., Valenzi, E.R., & Taggart, W. (2003). Are you hiding from your boss? The development of a taxonomy and instrument to assess the feedback management behaviors of good and bad performers. *Journal of Management*, 29(4), 487-510.

Discussion Leader:

Summary Article:

VandeWalle, D., Ganesan, S., Challagalla, G. N., & Brown, S. P. (2000). An integrated model of feedback-seeking behavior: Disposition, context, and cognition. *Journal of Applied Psychology*, 85, 996-1003.

Morrison, E. W., Chen, Y-R., & Salgado, S. R. (2004). Cultural differences in newcomer feedback seeking: A comparison of the United States and Hong Kong. *Applied Psychology: An International Review*, 53, 1-22.