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).

<u>**Nonnegotiable Deadlines**</u>

- 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.

<u>**Note on avoidance of academic offenses**</u>
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)

<u>**Week 1 (Jan 14th):**</u> **The Basics: Goals, Control Theory, Social Cognitive Theory, and Goal Setting Theory**

Latham, G. P. & Locke, E. A. (1991). Self-regulation through goal setting. *Organizational Behavior and Human Decision Processes, 50,* 212-247.

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

Discussion Leader: Jeff Spence
Summary Article(s):

Austin, J. T. & Vancouver, J. B. (1996). Goal constructs in psychology: Structure, process, and content. *Psychological Bulletin, 120,* 338-375.

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.

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

Sheldon, K.M., Elliot, A.J., Kim, Y., & Kasser, T. (2001). What is satisfying about satisfying events? Testing 10 candidate psychological needs. Journal of Personality and Social Psychology, 80, 325-339.

Kasser, T., & Ryan, R.M. (1993). A dark side of the American Dream: Correlates of financial success as a central life aspiration. *Journal of Personality and Social Psychology, 65*, 410-422.

Srivastava, A., Locke, E.A., & Bartol, K.M. (2001). Money and subjective well-being: It's not the money, it's the motives. *Journal of Personality and Social Psychology, 80*, 959-971.

Discussion Leader:
Summary Article:

Pittman, T. S. & Zeigler, K. R. (2007). Basic human needs. In Social Psychology Handbook of basic principles

Deci, E.L. & Ryan, R.M. (2000). The "what" and "why" of goal pursuits: Human needs and self-determination of behavior. Psychological Inquiry, 11, 227-268

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

Higgins, E.T. (1997). Beyond pleasure and pain. American Psychologist, 52, 1280-1300.

Freitas & Higgins, E.T. (2002). Enjoying goal-directed action: The role of regulatory fit. Psychological Science

Freitas, A.L., Liberman, N., & Higgins, E.T. (2002). Regulatory fit and resisting temptation during goal pursuit. *Journal of Experimental Social Psychology, 38*, 291-298.

Discussion Leader:
Summary Articles:

Higgins, E.T. (2000). Making a good decision: Value from fit. American Psychologist, 55, 1217-1230.

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

Fujita, K., Trope, Y., Liberman, N., & Levin-Sagi, M. (2006). Construal levels and self-control. *Journal of Personality and Social Psychology, 90*, 351-367.

Vallacher, RR., & Wegner, D. M. (1987). What do people think they're doing? Action identification and human behavior. *Psychological Review, 94*, 3-15.

Vallacher, R. R. & Wegner, D.M. (1989). Levels of personal agency: Individual variation in action identification. *Journal of Personality and Social Psychology, 57*, 660-671.

Discussion Leader:
Summary Articles:

Trope, Y. & Liberman, N. (2003). Temporal construal. *Psychological Review, 110*, 403-421.

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

Baumeister, R.F., Bratslavsky, E., Muraven, M., & Tice, D.M. (1998). Ego depletion: Is the active self a limited resource? *Journal of Personality and Social Psychology, 74*, 1252-1265.

DeShon, R.P., Brown, K., & Greenis, J.L. (1996). Does self-regulation require cognitive resources? Evaluation of resource allocation models of goal setting. *Journal of Applied Psychology, 81*, 595-608.

Converse, P.D. & DeShon, R.P. (2009). A tale of two tasks: Reversing the self-regulatory resource depletion effect. *Journal of Applied Psychology, 94*, 1318-1324.

Discussion Leader
Summary Article:

Muraven, M. & Baumeister, R.F. (2000). Self-regulation and depletion of limited resources: Does self-control resemble a muscle? *Psychological Bulletin, 126*, 247-259.

Strack, F., & Deutsch, R. (2004). Reflective and impulsive determinants of social behavior. *Personality and Social Psychology Review, 8*, 220-247.

Week 6 (Feb 25th): Goal Automaticity

Shantz, A., & Latham, G. P. (2009). An exploratory field experiment of the effect of subconscious and conscious goals on employee performance. *Organizational Behavior and Human Decision Processes, 109*, 9-17.

Stajkovic, A. D., Locke, E. A., Blair, E. S. (2006). A first examination of the relationships between primed subconscious goals, assigned conscious goals, and task performance. *Journal of Applied Psychology, 91*, 1172-1180.

Aarts, H., Gollwitzer, P.M., & Hassin, R.R. (2004). Goal contagion: Perceiving is for pursuing. *Journal of Personality and Social Psychology, 87*, 23-37.

Discussion Leader:
Summary Articles:

Bargh, J.A., & Chartrand, T.A. The unbearable automaticity of being. *American Psychologist, 54*, 462-479.

Forster, J., Liberman, N., Friedman, R.S. (2007). Seven principles of goal activation: A systematic approach to distinguishing goal priming from priming non goal constructs. *Personality and Social Psychology Review, 11*, 211-233.

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

Brandstatter, V., & Frank, E. (2002). Effects of deliberative and implemental mindsets on persistence in goal-directed behavior. Personality and Social Psychology Bulletin, 28, 1366-1378.

Diefendorff, J. & Lord, R. (2003). The volitional and strategic effects of planning on task performance and goal commitment. *Human Performance, 16*, 365-387.

Heckhausen, H., & Gollwitzer, P.M. (1987). Thought contents and cognitive functioning in motivational versus volitional states of mind. Motivation and Emotion, 11, 101-120.

Discussion Leader:
Summary Articles:

Gollwitzer (1990). Action phases and mind-sets. In E.T. Higgins & R.M Sorrentino, Handbook of motivation and cognition: Foundations of social behavior.

Gollwitzer, P.M. (1999). Implementation intentions: Strong effects of simple plans. American Psychologist, 54, 493-503.

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

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.

Tolli, A. P., & Schmidt, A. M. (2008). The role of feedback, causal attributions, and self-efficacy in goal revision. Journal of Applied Psychology, 93, 692-701.

Miller, G.E., & Wrosch, C. (2007). You've gotta know when to fold' em: Goal disengagement and systemic inflammation in adolescence. *Psychological Science, 18,* 773-.

Discussion Leader:
Summary Articles:

Kelley, H.H. & Michela, J.L. (1980). Attribution theory and research. *Annual Review of Psychology, 31*, 457-501.

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

Baumeister & Heatherton (1996). Self-Regulation failure: An overview. Psychological Inquiry, 7, 1-15.

Vohs, K.D. & Heatherton, T.F. Self-regulatory failure: A resource-depletion approach. Psychological Science, 11, 249-254.

Finkel et al., (2009). Self-regulatory failure and intimate partner violence perpetration. Journal or Personality and Social Psychology, 97, 483-499.

McCrea, S.M., Liberman, N., Trope, Y., & Sherman, S. J. (2008). Construal level and procrastination. Psychological Science, 19, 1308-1314.

Discussion Leader:
Summary Article:

Van Eerde, W. (2000). Procrastination: Self-regulation in initiating aversive goals. Applied Psychology: An International Review, 49, 372-389.

<u>Week 10 (March 25th)</u>: Designing Motivating Jobs

Hackman, J.R., & Oldham, G.R. (1976). Motivation through the design of work: Test of a theory. *Organizational Behavior and Human Performance, 16:* 250-279.

Wrzesniewski & Dutton, J.E. (2001). Crafting a job: Revisioning employees as active crafters of their work. *Academy of Management Review, 26*, 179-201.

Grant, A. (2008). The significance of task significance: Job performance effects, relational mechanisms, and boundary conditions. *Journal of Applied Psychology, 93*, 108-124.

Discussion Leader:
Summary Article:

Grant, A. (2008). Relational job design and the motivation to make a prosocial difference. Academy of Management Review, 32, 393-417.

Grant, A., Parker, S. K. (2009). Redesigning work design theories: The rise of relational and proactive perspectives. The Academy of Management Annals, Volume 3