

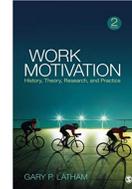
### Class Information

- Lecture:** Mondays and Wednesdays 2:10 – 3:25 PM in Masters Hall 117
- Final exam:** Thursday, May 9<sup>th</sup> 1:30 – 4:30 PM, likely in Masters Hall 117
- Email:** [abrawley@gettysburg.edu](mailto:abrawley@gettysburg.edu)
- Office and hours:** 412 Glatfelter Hall, scheduled times TBA

### Required Materials & Tools

**Texts:**

1. Latham's *Work Motivation: History, Theory, Research, and Practice* (2nd edition)
2. *Publication Manual of the American Psychological Association* (6th ed.)
3. Other readings\* will be posted on Moodle or accessible via Musselman Library



**Course communication:** Check Moodle and your College email regularly.

**\*To include:**

- Detweiler, J. B., Bedell, B. T., Salovey, P., Pronin, E., & Rothman, A. J. (1999). Message framing and sunscreen use: Gain-framed messages motivate beach-goers. *Health Psychology, 18*(2), 189-196.
- Harder, J. W. (1991). Equity theory versus expectancy theory: The case of major league baseball free agents. *Journal of Applied Psychology, 76*(3), 458-464.
- Jones, R. G., & Stout, T. (2015). Policing nepotism and cronyism without losing the value of social connection. *Industrial and Organizational Psychology, 8*(1), 2-12.
- Lehdonvirta, V. (2018). Flexibility in the gig economy: managing time on three online piecework platforms. *New Technology, Work and Employment, 33*(1), 13-29.
- Longenecker, C. O., Sims Jr, H. P., & Gioia, D. A. (1987). Behind the mask: The politics of employee appraisal. *Academy of Management Perspectives, 1*(3), 183-193.
- Ludwig, T. D., & Geller, E. S. (1997). Assigned versus participative goal setting and response generalization: Managing injury control among professional pizza deliverers. *Journal of Applied Psychology, 82*(2), 253-261.
- NPR Hidden Brain podcast episode, "BS Jobs" (45:23 audio)
- Platt, J. R. (1964). Strong inference. *Science, 146*(3642), 347-353.
- Rousseau, D. M., Ho, V. T., & Greenberg, J. (2006). I-deals: Idiosyncratic terms in employment relationships. *Academy of Management Review, 31*(4), 977-994.

### Course Goals

This course is designed to provide you with the knowledge you will need to understand work motivation and practice with applying that knowledge. To meet these two goals, the course has two key and overlapping components.

First, we'll get a solid understanding of the many theoretical frameworks for understanding and enhancing motivation, including their development over time. Surveying this history will help set you up with many "tools" in your motivation toolbox. Understanding the history will help you capitalize on lessons our field has learned from past approaches ("**Those who cannot remember the past are condemned to repeat it.**") and sharpen your critical thinking about motivation.

But since "**there's nothing so practical as a good theory,**" as we learn about these theories, we'll apply them widely – to both fun and serious cases. This practice will further hone your critical thinking about work motivation, with the goal of preparing you to readily apply your work motivation knowledge beyond this course.

After taking this course, you will:

- Understand the historical and current ways that researchers have conceptualized work motivation, its antecedents, and its consequences
- Understand how to and be experienced with critically evaluating the arguments and implications of work motivation theories
- Be well-prepared to use your work motivation knowledge to address real questions in organizations

**Course Requirements**

Participating in this course is a case study of work motivation. Based on a wide variety of factors, you chose to invest resources (time, effort, etc.) into this experience rather than pursue a host of alternative experiences. Over the next 15 weeks of this course, you will repeatedly evaluate how much of your limited resources you should invest into this course at the expense of other activities you also wish or need to pursue. Obviously, choices you make about your participation will influence your own outcomes (e.g., enjoyment, learning, worldview). Equally important, the "people make the place," and your choices will influence your classmates' outcomes, too. Fun, illuminating perspectives and ideas will be developed and shared, or not.

I have to choose the formal structure of our temporary organization. Do I legislate the vocalization of words by placing a reward/punishment structure in place for participation? Contingent reward theories demand that I reward desired behaviors when they occur and punish undesirable ones. Intrinsic motivation theories, on the other hand, suggest that contingent rewards may actually undermine the very behavior I hope to obtain. Or maybe we should have a "leader board" where we implement a weekly preferential voting technique to induce social motives for participation. Maybe we should set difficult, specific goals for the desired course outcomes, assess the state of each outcome every week, and provide concrete feedback on progress toward the goals. Clearly, the motivational structure for our simple, temporary organization is complex.

Our course requirements, designed with the purpose of motivating you to meet the noted course goals, are as follows.

Course Component	#	Points Each	Total Points (% of Grade)
Class participation	10 (of 12 available)	4	40 (10%)
<b>Exams</b>			
Midterm exams	2	60	120 (30%)
Non-cumulative final exam	1	100	100 (25%)
<b>Case Project</b>			
Case selection	1	Graded in following components	
Annotated bibliography	1	20	20 (5%)
Complete paper	1	120	120 (30%)

**Total possible points: 400**

Grade	%	Min. Points	B	82.5 – 87.4%	330	D+	67.5 – 69.9%	270
A	92.5%+	370	B-	80 – 82.4%	320	D	62.5 – 67.4%	250
A-	90 – 92.4%	360	C+	77.5 – 79.9%	310	D-	60 – 62.4%	240
B+	87.5 – 89.9%	350	C	72.5 – 77.4%	290*	F	0 – 59.9%	0
			C-	70 – 72.4%	280			

Grades will be posted regularly on Moodle. Address any concerns early, and concerns about specific grades should be addressed within a week of being posted on Moodle.

**Class participation:** In 12 of our classes, participation will be graded in various formats. You must be in class to earn credit. Of these 12 grades, only your 10 highest will officially count towards your grade. (Therefore, if you need to miss regular class dates for any reason, you're covered for two possible absences.) If you earn all 12 grades, the last two grades will count as bonus.

Dates for participation grading will generally be unannounced ahead of time, and may include individual or group activities, discussions, short presentations, written work, quizzes, etc. In general:

- **full participation credit** will be earned by students who come to class prepared; contribute readily to the conversation or activity without dominating it; make thoughtful contributions; show interest in and respect for others' views; push discussions to a "deeper" level of analysis; and make comments or contributions that are "on-point" with the assigned work.
- **reduced participation credit** will be earned by students who come to class prepared and make thoughtful comments or contributions only when called upon; show interest and listen attentively, but passively.
- **further reduced – or even "0" – participation credit** will be earned by students who miss class (or the activity during class – e.g., by arriving late or leaving early); show evidence of minimal preparation; provide incorrect or irrelevant answers to questions and/or avoid participation altogether. Other examples of this level of participation include talking too much, being distracted by electronic devices, or making tangential or inappropriate contributions.

**Exams:** Exams will be based on the textbook, assigned readings, lectures, and in-class activities. Exam questions generally include multiple choice, short answer, and essay questions. The final exam will be non-cumulative.

**Case project:** You will (1) locate and describe a case related to a work motivation issue from sources such as the news or popular press, (2) choose from work motivation theories relevant to the case, and (3) conduct a literature review to (4) develop a proposal for the resolution of the motivation issue. The final deliverable on this project will be an APA style paper addressing the four listed components. Details will be provided to you in class and on Moodle.

#### Other Important Policies & Information

**Attendance:** It will be extremely difficult to perform well without attending class, where we'll talk not only about the ideas of work motivation, but also how they can be applied to real world problems. For foreseeable (or emergency) absences in which there is work to possibly be made up (e.g., an exam), email me with documentation prior to the absence (or ASAP). Note that no makeups will be permitted for class participation grades. If you miss class, please ask a classmate about notes and announcements you miss, and I'm happy to answer questions after you get the missed info from a classmate.

**Late work policy:** Late or missed submissions result in an immediate 20% deduction if the assignment is not turned in on time, plus another 20% deduction for each additional 24 hours it is late. Be sure to have hard copies when required (and these can be left in my department mailbox if needed) and that any electronic files are the correct, working file.

**Academic honesty:** To motivate your academic honesty in this course, please note that if you violate the Honor Code (for example, by presenting another person's work as your own, or by cheating on an exam), penalties may include failure of the assignment, exam, or entire course.

**Accommodations:** For academic accommodations, provide me with your IEAP at least two weeks prior to the first event (e.g., an exam) for which you request an accommodation. For accommodations relating to religious observances, complete the online Request for Religious Observance Accommodation Form, available at <http://www.gburg.us/about/offices/president/hr/forms/religious-observance.dot>.

Course Schedule

Any changes to this schedule will be communicated to you in class. Unless otherwise noted, book chapters come from the Latham textbook. Outside readings will be posted on Moodle and/or accessible online via Musselman Library.

Date	Topic	Readings	Project Due Dates
M 1/21	Course intro and overview		
W 1/23	Methods, theory, and practice	Pinder's Ch 2 (on Moodle), pp. 25-32, 40-46	
M 1/28	" "		
W 1/30	" "	Pinder's Ch 2, pp 46-51, 53-60; Platt (1964)	
M 2/4	" "	Ch 13	
W 2/6	Biology, behavior, and \$\$\$ (1900-1925)	Ch 1	
M 2/11	" " / Dust bowl empiricism (1925-1950)		Case selection due
W 2/13	" "	Ch 2	
M 2/18	Exam review		
<b>W 2/20 Exam 1 (Pinder Ch 2, Latham Ch 13, 1-2)</b>			
M 2/25	Theory, theory, theory (1950-1975)	Ch 3; Harder (1991)	
W 2/27	" "		
M 3/4	" "		
W 3/6	Cognition (1975-2000)	Ch 4; Ludwig and Geller (1997)	
<b>M 3/11 Spring break – no class meeting</b>			
<b>W 3/13</b>			
M 3/18	" "		
W 3/20	20th century controversies	Ch 5	
M 3/25	" "; and exam review		
<b>W 3/27 Exam 2 (Latham Ch 3-5)</b>			
M 4/1	Needs	Ch 6	
<b>W 4/3 No class meeting – work on your annotated bibliography</b>			
M 4/8	Personality	Ch 7; Detweiler et al., 1999	Annotated bibliography due
W 4/10	Values	Ch 8	
M 4/15	Social cognition	Ch 10	
W 4/17	Affect	Ch 11; Rousseau et al., 2006	
M 4/22	Integration; special topic: Performance appraisal	Ch 12; Longenecker et al., 1987	
W 4/24	Special topic: Quality of work	Lehdonvirta, 2018; and "BS Jobs" podcast	
M 4/29	Special topic: Nepotism and justice	Jones & Stout (2015)	Complete paper due
W 5/1	Course wrap-up, final exam review		
<b>Th 5/9 Final Exam (Ch 6-8, 10-12, special topics)</b>			