

# Course Outline

## Current Research on Motivation and Self-Regulation in Organizations

Ph.D. in Business Administration Program

Fall 2008

### General Information

Course Number: XXXX 123

Credits: 3

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### Course Context and Content

Work motivation is one of the most central topics in organizational behavior. There have been many developments in human motivation in other domains of psychology that have not yet been applied extensively in organizational behavior. The objective of this course is to examine how these new developments could be applied to the work domain and how they can contribute to the field of organizational behavior. Extensions of classic theories of motivation as well as new theories of motivation will be covered.

Marylène Gagné (PhD University of Rochester, 2000) is Associate Professor of organizational behavior at the John Molson School of Business, Concordia University. Her research pertains to how organizations, through their structures, cultures, rewards, tasks, and managerial/leadership styles, affect people's motivational orientations, and to examine the consequences of these orientations for individual and organizational performance, and for individual mental health. She is the recipient of a JMSB Junior Researcher Award, a Canadian Psychological Association New Researcher Award, and a Concordia University Research Award. She has obtained grants from FQRSC and SSHRC, and has published in top organizational behavior and psychology journals.

# Course Name At-a-glance

Date	Topic	Presentation
Week 1	Current research on goal setting theory	Put student name and article chose here
Week 2	Recent Applications of goal setting theory	
Week 3	Extensions to goal setting theory: Implementation intentions	
Week 4	Research on desirability/feasibility and the Theory of Planned Behavior	
Week 5	Current research on Goal Engagement and Well-Being	
Week 6	Current research on goal orientations theory	
Week 7	Current research on other dimensional motivation theories	
Week8	Current research on self-determination theory	
Week 9	Research on goal pursuit and procrastination	
Week 10	Current research on self-control	
Week 11	Current research on psychological needs and values	
Week 12	Current research on emotional labour	
Week 13	Current research on unconscious processes	

# Learning Outcomes

The goal of this course is to expose Ph.D. students in business to the latest research on motivation and self-regulation that has potential applications in work organizations. Although many of the readings come from other fields of psychology (social, sport, etc...), they were chosen because they have tremendous potential to bring innovative applications to the field of management. Part of the class discussions will be devoted to brainstorming about their applicability in organizational research and practice.

In this course, students can expect:

- ◆ To become knowledgeable about the most recent advances in human motivation research.
- ◆ To learn the most recent methodologies to research human motivation through reading state-of-the-art research articles.
- ◆ To extrapolate laboratory findings to work domain applications.
- ◆ To develop ideas to extend research in this field.
- ◆ To develop effective research presentation skills.

# Teaching Method

This is a seminar. As such, students will be asked to come to class prepared to discuss the readings. This is absolutely essential to be able to take part in the discussions. The instructor's role is to serve as a guide and moderator of class discussions and bring additional information that goes beyond what students have read. Each empirical article will be evaluated in terms of its theoretical underpinnings, its methodology, its results, and its limits and possible extensions.

Students will also present at least one research article (depending on class size). This will give them a chance to learn to synthesize essential information and present it effectively to an academic audience.

Students will also write either a research proposal or a literature review, which will teach them to develop new ideas based on a solid empirical foundation.

# Course Materials

## *Readings by Topics (Required)*

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### **Current research on goal setting theory**

- Louro, M. J., Pieters, R., & Zeelenberg, M. (2007). Dynamics of multiple-goal pursuit. *Journal of Personality and Social Psychology*, 93, 174-193.
- Schmidt, A. M., & DeShon, R. P. (2007). What to do? The effects of discrepancies, incentives, and time on dynamic goal prioritization. *Journal of Applied Psychology*, 92, 928-941.
- Fishbach, A., Dhar, R., & Zhang, Y. (2006). Subgoals as substitutes or complements: The role of goal accessibility. *Journal of Personality and Social Psychology*, 91, 232-242.
- Bandura, A., & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology*, 88, 87-99.

### **Recent Applications of goal setting theory**

- Quigley, N. R., Tesluk, P. E., Locke, E. A., & Bartol, K. M. (2007). Multilevel investigation of the motivational mechanisms underlying knowledge sharing and performance. *Organization Science*, 18, 71-88.
- Brown, T. C., & Latham, G. P. (2006). The effect of training in verbal self-guidance on performance effectiveness in a MBA program. *Canadian Journal of Behavioural Science*, 38, 1-11.
- Ilies, R., & Judge, T. A. (2005). Goal Regulation Across Time: The Effects of Feedback and Affect. *Journal of Applied Psychology*, 90, 453-467.
- Schweitzer, M. E., Ordonez, L., & Douma, B. (2004). Goal setting as a motivator of unethical behavior. *Academy of Management Journal*, 47, 422-432.

### **Theoretical extensions in goals research: Implementation intentions**

- Gollwitzer, P. M., & Brandstatter, V. (1997). Implementation intentions and effective goal pursuit. *Journal of Personality and Social Psychology*, 73, 186-199.
- Brandstatter, V., Lengfelder, A., & Gollwitzer, P. M. (2001). Implementation intentions and efficient action initiation. *Journal of Personality and Social Psychology*, 81, 946-960.
- Webb, T. L., & Sheeran, P. (2007). How do implementation intentions promote goal attainment? A test of component processes. *Journal of Experimental Social Psychology*, 43, 295-302.

Holland, R. W., Aarts, H., & Langendam, D. (2006). Breaking and creating habits on the working floor: A field-experiment on the power of implementation intentions. *Journal of Experimental Social Psychology*, 42, 776-783.

### **Research on desirability/feasibility and the Theory of Planned Behavior**

Liberman, N., & Trope, Y. (1998). The role of feasibility and desirability considerations in near and distant future decisions: A test of temporal construal theory. *Journal of Personality and Social Psychology*, 75, 5-18.

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.

Huang, E., & Chuang, M. H., (2007). Extending the theory of planned behaviour as a model to explain post-merger employee behaviour of IS use. *Computers in Human Behavior*, 23, 240-257.

Chatzisarantis, N. L. D., Hagger, M. S. (2007). Mindfulness and the intention- behavior relationship within the theory of planned behavior. *Personality and Social Psychology Bulletin*, 33, 663-676.

### **Current research on Goal Engagement and Well-Being**

Wrosch, C., Scheier, M., Miller, G. E., Schulz, R., & Carver, C. S. (2003). Adaptive Self-Regulation of Unattainable Goals: Goal Disengagement, Goal Reengagement, and Subjective Well-Being. *Personality and Social Psychology Bulletin*, 29, 1494-1508.

Brun de Pontet, S., Wrosch, C., & Gagné, M. (2007). An exploration of the generational differences in levels of control held among family businesses approaching succession. *Family Business Review*, 20, 4, 337 – 354.

Vansteenkiste, M., Neyrinck, B., Niemiec, C. P., Soenens, B., De Witte, H., Van den Broeck, A. (2007). On the relations among work value orientations, psychological need satisfaction and job outcomes: A self-determination theory approach. *Journal of Occupational and Organizational Psychology*, 80, 251-277.

Van Yperen, N. W. (2002). Fatigued and dissatisfied or fatigued but satisfied? Goal orientations and responses to high job demands. *Academy of Management Journal*, 45, 1161-1171.

### **Current research on goal orientations theory**

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

- Cury, F., Elliot, A. J., Da Fonseca, D., & Moller, A. C. (2006). The social-cognitive model of achievement motivation and the 2 X 2 achievement goal framework. *Journal of Personality and Social Psychology*, 90, 666-679.
- VandeWalle, D., Brown, S. P., Cron, W. L., Slocum, J. W. Jr. (1999). The influence of goal orientation and self-regulation tactics on sales performance: A longitudinal field test. *Journal of Applied Psychology*, 84, 249-259.
- Poortvliet, P. M., Janssen, O., Van Yperen, N. W., & Van de Vliert, E. (2007). Achievement goals and interpersonal behavior: How mastery and performance goals shape information exchange. *Personality and Social Psychology Bulletin*, 33, 1435-1447.

### **Current research on other dimensional motivation theories**

- Gable, S. L., Reis, H. T., & Elliot, A. J. (2003). Evidence for bivariate systems: An empirical test of appetition and aversion across domains. *Journal of Research in Personality*, 37, 349-372.
- Diefendorff, J. M., Mehta, K., Booz, A., & Hamilton, (2007). The relations of motivational traits with workplace deviance. *Journal of Applied Psychology*, 92, 967-977.
- Shah, J., Higgins, E. T., & Friedman, R. S. (1998). Performance incentives and means: How regulatory focus influences goal attainment. *Journal of Personality and Social Psychology*, 74, 285-293.
- Bianco, A. T., Higgins, E. T., & Klem, A. (2003). How 'Fun/Importance' Fit Affects Performance: Relating Implicit Theories to Instructions. *Personality and Social Psychology Bulletin*, 29, 1091-1103.
- González-Romá, V., Schaufeli, W. B., Bakker, A. B., Lloret, S. (2006). Burnout and work engagement: Independent factors or opposite poles? *Journal of Vocational Behavior*, 68, 165-174.

### **Current research on self-determination theory**

- Amiot, C. E., Gaudreau, P., & Blanchard, C. M. (2004). Self-determination, coping, and goal attainment in sport. *Journal of Sport and Exercise Psychology*, 26, 396-411.
- Sheldon, K. M., & Elliot, A. J. (1998). Not all personal goals are personal: Comparing autonomous and controlled reasons for goals as predictors of effort and attainment. *Personality and Social Psychology Bulletin*, 24, 546-557.
- 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.

Bono, J. E., & Judge, T. A. (2003). Self-Concordance at Work: Toward Understanding the Motivational Effects of Transformational Leaders. *Academy of Management Journal*, 46, 554-571.

### **Research on goal pursuit and procrastination**

Koestner, R., Lekes, N., Powers, T. A., Chicoine, E. (2002). Attaining personal goals: Self-concordance plus implementation intentions equals success. *Journal of Personality and Social Psychology*, 83, 231-244.

Howell, A. J., Watson, D. C., Powell, R. A., & Buro, K. (2006). Academic procrastination: The pattern and correlates of behavioural postponement. *Personality and Individual Differences*, 40, 1519-1530.

van Hooft, E. A. J., Born, M., Taris, T. W., van der Flier, H., & Blonk, R. W. B. (2005). Bridging the gap between intentions and behavior: Implementation intentions, action control, and procrastination. *Journal of Vocational Behavior*, 66, 238-256.

Howell, A. J., & Watson, D. C. (2007). Procrastination: Associations with achievement goal orientation and learning strategies. *Personality and Individual Differences*, 43, 167-178.

### **Current research on self-control**

Muraven, M., Tice, D., & Baumeister, R. (1998). Self-control as a limited resource: Regulatory depletion patterns. *Journal of Personality and Social Psychology*, 74, 774-789.

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

Muraven, M., Shmueli, D., & Burkley, E. (2006). Conserving self-control strength. *Journal of Personality and Social Psychology*, 91, 524-537.

Muraven, M., H. Rosman, & Gagné, M. (in press). Lack of autonomy and self-control: Performance contingent rewards lead to greater depletion. *Motivation and Emotion*.

### **Current research on psychological needs and values**

Baumeister, R., Twenge, J., & Nuss, C. K. (2002). Effects of social exclusion on cognitive processes: Anticipated aloneness reduces intelligent thought. *Journal of Personality and Social Psychology*, 83, 817-827.

Grouzet, F. M. E., Kasser, T., Ahuvia, A., Dols, J. M. F., Kim, Y., Lau, S., Ryan, R., Saunders, S., Schmuck, P., Sheldon, K. M. (2005). The structure of goal

content across 15 cultures. *Journal of Personality and Social Psychology*, 89, 800-816.

Sheldon, K. M., Ryan, R. M., Deci, E. L., & Kasser, T. (2004). The independent effects of goal contents and motives on well-being: It's both what you pursue and why you pursue it. *Personality and Social Psychology Bulletin*, 30, 475-486.

Vansteenkiste, M., Simons, J., Lens, W., Sheldon, K. M., Deci, E. L. (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.

### **Current research on emotional labour**

Johnson, H.-A. M., & Spector, P. E. (2007). Service with a smile: Do emotional intelligence, gender, and autonomy moderate the emotional labor process? *Journal of Occupational Health Psychology*, 12, 319-333.

Totterdell, P. Hollman, D. (2003). Emotion regulation in customer service roles: Testing a model of emotional labor. *Journal of Occupational Health Psychology*, 8, 55-73.

Rupp, D. E., & Spencer, S. (2006). When Customers Lash Out: The Effects of Customer Interactional Injustice on Emotional Labor and the Mediating Role of Discrete Emotions. *Journal of Applied Psychology*, 91, 971-978.

Grandey, A. A., Fisk, G. M., & Steiner, D. D. (2005). Must 'Service With a Smile' Be Stressful? The Moderating Role of Personal Control for American and French Employees. *Journal of Applied Psychology*, 90, 893-904.

### **Current research on unconscious processes**

Bargh, J. A, Gollwitzer, P. M., Lee-Chai, A., Barndollar, K., Trötschel, R. (2001). The automated will: Nonconscious activation and pursuit of behavioral goals. *Journal of Personality and Social Psychology*, 81, 1014-1027.

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.

Kawada, C. L. K., Oettingen, G., Gollwitzer, P. M., Bargh, J. A. (2004). The Projection of Implicit and Explicit Goals. *Journal of Personality and Social Psychology*, 86, 545-559.

Levesque, C., & Pelletier, L. G. (2003). On the Investigation of Primed and Chronic Autonomous and Heteronomous Motivational Orientations. *Personality and Social Psychology Bulletin*, 29, 1570-1584.



## *Additional Readings (not required)*

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These readings will help students who are missing basic knowledge of motivation theories, or want to perfect their writing skills.

Ambrose, M. L., & Kulik, C. T. (1999). Old friends, new faces: Motivation research in the 1990's. *Journal of Management*, 25, 231-292.

Latham & Pinder (2005). Work motivation theory and research at the dawn of the 21<sup>st</sup> century. *Annual Review of Psychology*, 56, 485-516.

Van Eerde, W. & Thierry, H. (1996). Vroom's expectancy model and work-related criteria: A meta-analysis. *Journal of Applied Psychology*, 50, 575-586.

Colquitt, J. A., Conlon, D. E., Wesson, M. J., Porter, C. O. L. H., & Ng, K. Y. (2001). Justice at the millenium: A meta-analytic review of 25 years of organizational justice research. *Journal of Applied Psychology*, 86, 425-445.

Gagné, M., & Deci, E. L. (2005). Self-determination theory as a new framework for understanding organizational behavior. *Journal of Organizational Behavior*, 26, 331-362.

Locke, E. A., & Latham, G. P. (1990). *A theory of goal setting and task performance* (chapters 1 & 2). Englewood Cliffs, NJ: Prentice Hall.

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95, 256-273.

Elliot, A. J. (1997). Integrating the "classic" and "contemporary" approaches to achievement motivation: A hierarchical model of approach and avoidance achievement motivation. *Advances in Motivation and Achievement*, 10, 143-179.

Hackman, J. R., & Oldham, G. R. (1975). Development of the Job Diagnostic Survey. *Journal of Applied Psychology*, 60, 159-170.

Bem, D. J. (2002). Writing the empirical journal article. In J. M. Darley, M. P. Zanna, & H. L. Roediger III (Eds.), *The compleat academic: A career guide*. Washington, DC: American Psychological Association.

Silva, P. (2007). How to write a lot: A practical guide to productive academic writing. APA books.

# Course Evaluation

## *Evaluation*

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The final grade for the course will be based on the following components:

Participation in Class Discussions	30%
Oral Presentation of Articles	20%
Term Paper Outline	10%
Term Paper	40%
<b>Total</b>	<b>100%</b>

# Details of Assignments

## *1 Class Participation*

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The goal of this course is to expose students to the latest research on motivation and self-regulation that pertains to work organizations. Attendance is required every week. When a student cannot attend, they need to notify the instructor in advance when possible and read the assigned readings. Each missed class that is not justified will count for -2 points from final grade. The instructor can require adequate written justification.

Class participation grade will be based not only on attendance, but also on active and high quality class participation. This means contributing substantially to the discussions about the readings by asking questions, critiquing and/or comparing the readings, and also discussing their importance to organizational research and practice. The instructor can deduct points if it is obvious that the student did not read the assigned readings before coming to class.

## *2 Oral Presentation*

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The goal of this presentation is to teach students how to present research materials, in addition to exposing students to other research not covered in the readings. Each student will choose one article from the list below. The student will present this article to the rest of the class as if he or she were a visiting speaker (the first author of the article) who was presenting this research to us. The student's role is to teach fellow students about this research in enough details that people can really understand what was done and what this brings to management knowledge. Students must keep in mind that others will not have read the article. Use of powerpoint is recommended. The presentation should be 15 minutes long, followed by a 5 minute question period and some feedback on presentation skills.

Students will choose from the following articles:

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.

Sheeran, P., & Silverman, M. (2003). Evaluation of three interventions to promote workplace health and safety: evidence for the utility of implementation intentions. *Social Science and Medicine*, 56, 2153-2163.

Diefendorff, J. M. (2004). Examination of the Roles of Action-State Orientation and Goal Orientation in the Goal-Setting and Performance Process. *Human Performance*, 17, 375-395.

- Heslin, P. A., Vandewalle, D., & Latham, G. P. (2006). Keen to help? Managers' implicit person theories and their subsequent employee coaching. *Personnel Psychology*, 59, 871-902.
- 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.
- Goldberg, L. S., & Grandey, A. A. (2007). Display rules versus display autonomy: Emotion regulation, emotional exhaustion, and task performance in a call center simulation. *Journal of Occupational Health Psychology*, 12, 301-318.
- Kozlowski, S. W. J., & Bell, B. S. (2006). Disentangling Achievement Orientation and Goal Setting: Effects on Self-Regulatory Processes. *Journal of Applied Psychology*, 91, 900-916.
- Parker, S. K. (2007). 'That is my job': How employees' role orientation affects their job performance. *Human Relations*, 60, 403-434.
- Bolino, M. C., Varela, J. A., Bande, B., & Turnley, W. H. (2006). The impact of impression-management tactics on supervisor ratings of organizational citizenship behavior. *Journal of Organizational Behavior*, 27, 281-297.
- Van Yperen, N. W. (2003). The perceived profile of goal orientation within firms: Differences between employees working for successful and unsuccessful firms employing either performance-based pay or job-based pay. *European Journal of Work and Organizational Psychology*, 12, 229-243.
- Brodsholl, J. C., Kober, H., & Higgins, E. T. (2007). Strategies of self-regulation in goal attainment versus goal maintenance. *European Journal of Social Psychology*, 37, 628-648.
- Koestner, R., Horberg, E. J., Gaudreau, P., Powers, T., Di Dio, P., Bryan, C., & Jochum, R. (2007). Bolstering Implementation Plans for the Long Haul: The Benefits of Simultaneously Boosting Self-Concordance or Self-Efficacy. *Personality and Social Psychology Bulletin*, 32, 1547-1558.
- Senécal, C., Koestner, R., & Vallerand, R. J. (1995). Self-regulation and academic procrastination. *Journal of Social Psychology*, 135, 607-619.
- Baumeister, R., DeWall, C. N., Ciarocco, N. J., & Twenge, J. (2005). Social exclusion impairs self-regulation. *Journal of Personality and Social Psychology*, 88, 589-604.
- Sheldon, K. M., & Krieger, L. S. (2007). Understanding the negative effects of legal education on law students: A longitudinal test of self-determination theory. *Personality and Social Psychology Bulletin*, 33, 883-897.
- Ratelle, C. F., Baldwin, M. W., & Vallerand, R. J. (2005). On the cued activation of situational motivation. *Journal of Experimental Social Psychology*, 41, 482-487.

Ferguson, M. J., & Bargh, J. A. (2004). Liking Is for Doing: The Effects of Goal Pursuit on Automatic Evaluation. *Journal of Personality and Social Psychology*, 87, 557-572.

Riketta, M., Dauenheimer, D., (2003). Anticipated success at unconscious goal pursuit: Consequences for mood, self-esteem, and the evaluation of a goal-relevant task. *Motivation and Emotion*, 27, 327-338.

### *3 Term Paper*

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The goal of this assignment is to give students a chance to deepen their knowledge of one particular topic that relates to this course. Students can choose to write either a research proposal (in JAP or AMJ format, with hypotheses, method, and measures) or a literature review (in AMR format, with research questions or propositions). A paper outline of the term paper is due on XXX date and the final term paper is due on XXX date. The instructor is available to discuss the term paper during the semester.

## Academic Integrity

The Code of Conduct (Academic) at Concordia University states that the "integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. As such, all students are expected to be honest in all of their academic endeavours and relationships with the University." (Undergraduate Calendar, section 16.3.13 or Graduate Calendar, page 667)

All students enrolled at Concordia are expected to familiarize themselves with the contents of this Code. You are strongly encouraged to visit the following web address:

<http://provost.concordia.ca/academicintegrity/>

which provides useful information about proper academic conduct.

# Feedback and Grading

The objective of this course is to broaden students' knowledge and skills in the area of work motivation and self-regulation. Working through the assignments will enable students to develop a better understanding of this field. Feedback will be provided to students throughout the course.

At the end of each course, the instructor will submit a letter grade for every student registered. Using the grade point equivalents listed below, Grade Point Averages (GPA) are calculated for the evaluation of academic achievement, Honours standing, prizes, and academic standing.

Grade	Grade Points	
A+	4.30	} Outstanding
A	4.00	
A-	3.70	
B+	3.30	} Very good
B	3.00	
B-	2.70	
C	2.00	Acceptable
F	0.00	Unacceptable

## *Letter and Number Grades*

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The following list provides the equivalent letter and number grades for assignments in this course:

Letter	Number		
A+	90	-	100
A	85	-	89
A-	80	-	84
B+	75	-	79
B	70	-	74
B-	65	-	69
C	60	-	64
F	0	-	59