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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presentation</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Current research on goal setting theory</td>
<td>Put student name and article chose here</td>
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<tr>
<td>Week 2</td>
<td>Recent Applications of goal setting theory</td>
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<tr>
<td>Week 3</td>
<td>Extensions to goal setting theory: Implementation intentions</td>
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<tr>
<td>Week 4</td>
<td>Research on desirability/feasibility and the Theory of Planned Behavior</td>
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<tr>
<td>Week 5</td>
<td>Current research on Goal Engagement and Well-Being</td>
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<td>Week 6</td>
<td>Current research on goal orientations theory</td>
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<td>Week 7</td>
<td>Current research on other dimensional motivation theories</td>
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<tr>
<td>Week 8</td>
<td>Current research on self-determination theory</td>
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<tr>
<td>Week 9</td>
<td>Research on goal pursuit and procrastination</td>
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<tr>
<td>Week 10</td>
<td>Current research on self-control</td>
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<td>Week 11</td>
<td>Current research on psychological needs and values</td>
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<td>Week 12</td>
<td>Current research on emotional labour</td>
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<tr>
<td>Week 13</td>
<td>Current research on unconscious processes</td>
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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)

Current research on goal setting theory

Recent Applications of goal setting theory

Theoretical extensions in goals research: Implementation intentions

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


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


**Current research on goal orientations theory**


**Current research on other dimensional motivation theories**


**Current research on self-determination theory**


**Research on goal pursuit and procrastination**


**Current research on self-control**


**Current research on psychological needs and values**


Current research on emotional labour


Current research on unconscious processes


Additional Readings (not required)

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


Course Evaluation

*Evaluation*

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%

**Total:** 100%
Details of Assignments

1 Class Participation

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

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:


3 Term Paper

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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>4.00</td>
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<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
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<tr>
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<tr>
<td>B-</td>
<td>2.70</td>
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<tr>
<td>C</td>
<td>2.00</td>
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<tr>
<td>F</td>
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**Outstanding**

**Very good**

**Acceptable**

**Unacceptable**

Letter and Number Grades

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

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<thead>
<tr>
<th>Letter</th>
<th>Number</th>
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<tbody>
<tr>
<td>A+</td>
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