

# PSY 475: Work Motivation and Job Satisfaction Fall 2020

Tuesday & Thursday, 3:00 - 4:15 pm

[Brightspace](#)

[Zoom](#) (Primary) | [WebEx](#) (Back-up)

Instructor: Dr. Sang Eun Woo

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Office: Virtual (Zoom or WebEx) | Office Hours: By Appointment

Phone: 217-390-5985 (mobile)

Required Textbook: None | Recommended Readings: To be given out each week

## Course Description & Learning Outcomes:

A primary goal of this course is to provide a foundation of knowledge regarding the various conceptual approaches to work motivation and satisfaction. The course consists of lectures, discussions, in-class exercises, quizzes, assignments, and student presentations. The orientation of the course is a mix of theory and application.

My general approach will be to (a) review the theory relevant to a particular work problem or concern, (b) examine research results relevant to the topic and theory, (c) when applicable, open the floor for discussion of your work experiences and applied issues that relate to the topic at hand and (d) when applicable assign in-class exercises to facilitate the learning and application of material.

The course is designed so each topic will be covered in detail through lectures, projects, and assigned readings. However, the amount learned from the course ultimately depends on you and your preparation for this class. It is expected that you will have read the assigned material before coming to class. It will get boring fast if only one voice (i.e., mine) is heard throughout the semester – so I strongly encourage you to speak up if you have a question, or insights to share.

In addition to providing a foundation of knowledge regarding workplace motivation and attitudes, this course will present developmental opportunities in the following areas:

**Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

**Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

**Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

**Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

**Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.

**Speaking** — Talking to others to convey information effectively.

**Writing** — Communicating effectively in writing as appropriate for the needs of the audience.

*From O\*Net 19-3032.00 - Industrial-Organizational Psychologists*

## Evaluation:

### 1. Participation (200 points)

For full participation points, you must be present, on-time, and prepared for each class. More importantly, you need to speak up during class. Your participation points will be determined largely based on the expressed knowledge of the readings and active involvement in online in-class discussions and activities. Students who cannot participate in the online class meetings will be given opportunities to watch the recordings of class meetings and participate *asynchronously* via multiple ways (e.g., writing a short reaction paper to the class materials; posting comments on the online forum). More details will be provided once the student contacts the instructor for accommodation. **Students who wish to participate in class asynchronously must contact the instructor during the first week of the semester.**

### 2. Quizzes (200 points)

I will often give (open-book) quizzes over the assigned material at any given time throughout the semester. The number of pop quizzes to be given throughout the semester will range from 10 to 15.

### 3. Individual Assignments (300 points)

There will also be several (big and small) assignments throughout the semester. Some assignments will be individual-based, whereas others will be based on a team effort. Points to be earned from each assignment will vary depending on the amount of time & effort expected to complete the work. Further policy details will be provided when I assign each assignment.

### 4. Individual Presentation (100 points)

Each student will be required to give a short (~ 5 minute) presentation on a given topic, either synchronously or asynchronously. Further instructions will be provided later in the semester.

### 5. Team Project & Presentation (200 points)

More details will be provided as the semester unfolds. For now, note that every student in each project team will be required to contribute to the final product, and each project team will give a 15-20 minute presentation (along with other teammates) on a topic which will be determined later in the semester.

## Missed or Late Work:

Missed assignments may only be made up when you notify me ahead of time with an explanation and plan for completion. These requests will be accepted at my discretion and may include a point penalty of 5% per day late. Asking for an extension does not guarantee it will be granted.

## Grading Scale:

A+	980 or above	* There is no curve in this class. However, scores on each quiz/assignment may be adjusted if there is a problem with individual items or the overall score distribution. The grades that appear on Brightspace are final grades (with any adjustments already made).  * If you are taking the course P/N (pass/not-pass), please arrange this at the time of registration. Under the P/N system, a passing grade is 700 points or better.
A	920-979 pts.	
A-	900-919 pts.	
B+	880-899 pts.	
B	820-879 pts.	
B-	800-819 pts.	
C+	780-799 pts.	
C	720-779 pts.	
C-	700-719 pts.	
D+	680-699 pts.	
D	620-679 pts.	
D-	600-619 pts.	
F	599 or below	



## Attendance Policy:

Students are expected to be present for every online class meeting as scheduled or participate in the class discussions and activities asynchronously (as arranged with the instructor in advance). More than two unexcused absences will result in grading penalties of 10 points per absence after the second.

Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email or phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students via [email](#) or phone at 765-494-1747.

## Students with Disabilities:

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

## Emergency Preparation:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructor via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

## Incomplete & Cancellation:

Please refer to the [Purdue University General Information](#) for details.

## Academic Integrity:

Academic integrity is one of the highest values that Purdue University holds. Individuals are encouraged to alert university officials to potential breaches of this value by either [emailing](#) or by calling 765-494-8778. While information may be submitted anonymously, the more information that is submitted provides the greatest opportunity for the university to investigate the concern.

The official Purdue University document entitled "Academic Integrity: A Guide for Students" is available [here](#). Please become thoroughly familiar with this document as I do not tolerate academic dishonesty. Consequences for such behavior may include (but are not limited to) receiving a failing grade for the course.

**The [Purdue Honor Pledge](#) "As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue"**

## Netiquette:

Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea, but you are not to attack an individual. Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience. Please read the Netiquette rules for this course:

- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.

## Nondiscrimination Statement:

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. [Link to Purdue's nondiscrimination policy statement.](#)

## Diversity and Inclusion Statement:

In our discussions, structured and unstructured, we will explore a variety of challenging issues, which can help us enhance our understanding of different experiences and perspectives. This can be challenging, but in overcoming these challenges we find the greatest rewards. While we will design guidelines as a group, everyone should remember the following points:

- We are all in the process of learning about others and their experiences. Please speak with me, anonymously if needed, if something has made you uncomfortable.
- Intention and impact are not always aligned, and we should respect the impact something may have on someone even if it was not the speaker's intention.
- We all come to the class with a variety of experiences and a range of expertise, we should respect these in others while critically examining them in ourselves.

## Tentative Class Schedule\*

Last updated: August 24, 2020

DATE	TOPIC
August 25	Course Introduction
August 27	Overview of Work Motivation Theories
September 1	Motivation: Need Theories
September 3	Motivation: Behavioral Theories
September 8	Motivation: Intrinsic vs. Extrinsic Motivation
September 10	Motivation: Job Design Theories
September 15	Motivation: Cognitive Theories – Expectancy Theory
September 17	Motivation: Cognitive Theories – Equity Theory
September 22	Motivation: Social Cognitive Theory
September 24	Motivation: Goal-Setting Theory
September 29	Review & Special Activity
October 1	<i>Individual presentations prep &amp; updates</i>
October 6	<i>Individual presentations &amp; Class discussions</i>
October 8	<i>Individual presentations &amp; Class discussions</i>
October 13	Overview of Job Satisfaction (and Related Concepts)
October 15	Job Affect
October 20	Organizational Commitment
October 22	Work and Job Withdrawal Behaviors
October 27	Justice Perceptions
October 29	Diversity and Inclusion
November 3	Stress & Burnout
November 5	Employee Well-being and Person-Centric Work Psychology
November 10	<i>Team project assignment &amp; planning</i>
November 12	<i>Team project meeting &amp; updates</i>
November 17	<i>Team project meeting &amp; updates</i>
November 19	<i>Team project meeting &amp; updates</i>
November 24	<i>Team project meeting &amp; updates</i>
November 26	THANKSGIVING VACATION
December 1	<i>Putting Theory into Practice – Group Presentations</i>
December 3	<i>Putting Theory into Practice – Group Presentations</i>

\*The schedule is highly subject to change – please be on the lookout for in-class and email updates each week!