

PSY 475: Work Motivation and Job Satisfaction

Fall 2021

Tuesday & Thursday, 1:30 - 3:00 pm
Tuesday (In-Person): Stanley Coulter Hall G039
Thursday (Synchronous On-line): [Zoom](#)
[Brightspace](#)

Instructor: Dr. Sang Eun Woo

Email: sewoo@purdue.edu
Office: Virtual (Zoom) | 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 [\[link\]](#)*

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 in-class discussions (on Tuesdays) and activities. Students who cannot participate in the in-person class meetings will be given opportunities to review the class materials on their own 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 wishing to participate in Tuesday's class remotely should contact me as soon as possible so necessary arrangements can be made.**

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 12.

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:

This course is designed in a hybrid model, with some face-to-face meetings (for most Tuesdays) and others completed remotely (i.e., synchronous online for most Thursdays). University policy states that students are expected to be present for every meeting of the classes in which they are enrolled. For the purposes of this course, being “present” means attending all face-to-face meetings unless you are ill or need to be absent for one of four “excused” reasons: grief/bereavement, military service, jury duty, or parenting leave (go to the [Office of the Dean of Students website](#) for details on how to submit those requests). Being “present” also means participating remotely and completing work assigned for days when we do not meet face-to-face. This work is required to help you meet the course learning outcomes. These times count toward the course contact hours and your course grade.

Accessibility:

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 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 (Brightspace) 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.](#)

Mental Health/Wellness Statement:

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#). Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office on the second floor of the Purdue University Student Health Center (PUSH) during business hours.

Tentative Class Schedule*

Last updated: August 24, 2021

DATE	TOPIC	Face-to-Face (FTF) vs. Online Synchronous (OS)
August 24	Course Introduction	FTF
August 26	Overview of Work Motivation Theories	OS
August 31	Motivation: Need Theories & Behavioral Theories	FTF
September 2	Online Class Activity #1	OS
September 7	Motivation: Intrinsic vs. Extrinsic Motivation & Job Design Theories	FTF
September 9	Online Class Activity #2	OS
September 14	Motivation: Cognitive Theories	FTF
September 16	Online Class Activity #3	OS
September 21	Motivation: Social Cognitive Theory & Goal-Setting Theory	FTF
September 23	Online Class Activity #4	OS
September 28	Review & Special Activity	FTF
September 30	<i>Individual presentations prep & updates</i>	OS
October 5	Overview of Job Satisfaction (and Related Concepts)	FTF
October 7	<i>Individual presentations & Class discussions</i>	OS
October 14	Overview of Job Satisfaction (and Related Concepts)	OS
October 19	Job Affect & Organizational Commitment	FTF
October 21	Online Class Activity #5	OS
October 26	Work and Job Withdrawal Behaviors	FTF
October 28	Online Class Activity #6	OS
November 2	Stress & Burnout	FTF
November 4	Online Class Activity #7	OS
November 9	<i>Team project assignment & planning</i>	FTF
November 11	<i>Team project meeting & updates</i>	OS/FTF
November 16	<i>Team project meeting & updates</i>	OS/FTF
November 18	<i>Team project meeting & updates</i>	OS/FTF
November 23	<i>Team project meeting & updates</i>	OS/FTF
November 30	<i>Putting Theory into Practice – Group Presentations</i>	OS/FTF
December 2	<i>Putting Theory into Practice – Group Presentations</i>	OS/FTF
December 7	<i>Putting Theory into Practice – Group Presentations</i>	OS/FTF
December 9	<i>Wrap-Up and Award Ceremony</i>	OS/FTF

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