Instructor: Dr. Bob Pond  
Office: 710 Poe Hall  
Hours: Wednesday 01:00-02:30 PM; and by appointment  
Email: sbpond@ncsu.edu  
On-Line Syllabus: https://wolfware.ncsu.edu/

Pre-requisite Assumptions:  
This is a second-tier doctoral-level course in the I-O psychology program. The course assumes a working level knowledge of topics addressed in PSY 768 (Organizational Psychology I). It also assumes a working knowledge of correlation, regression, and psychological measurement. Students without at least a rudimentary understanding of these topics are likely to have difficulty in this course. Familiarity with covariance structure modeling and general psychology will further enhance your experience in the course. If you are not sure whether you should take this course, I will be happy to discuss it with you. It is better to have this discussion earlier than later.

Readings on Course Reserve at D.H. Hill:  
I have placed a significant amount of the required reading on the NCSU course-reserve. If all goes as planned, these articles and chapters will be accessible electronically via links from here. I have provided full reference information for all of this material below. If course reserve “breaks,” you are still responsible for locating the material and reading it.

Course Objectives:  
This course will develop your understanding of the theoretical, methodological, and practical problems associated with applying various motivation theories in work settings so that you will be able to:  
1. Appropriately apply these theories,  
2. Construct sound rationale for human behavior in the work context,  
3. Conduct better lab and field research on human behavior at work.

Course Requirements:  
Because this is a doctoral-level course, I expect a high level of independent thought and initiative.  
1. I expect you to attend class regularly and to participate actively.  
2. I expect you to have read all assigned readings and your classmates’ reaction posts (explained below) prior to the class in which we will be discussing this material.  
3. I expect you to participate actively on team projects (explained below).  
4. You will participate in a midterm and final exam.
Grading Procedure:
1. Participation in Class (15%):
   Reaction posts (see below) (10%)
   Participation in class discussions of readings and classmates’ reactions (5%)
2. Exams (40%):
   Midterm – OCTOBER 9 (20%)
   Final – DECEMBER 13 (20%)
3. Team Project Work (45%):
   TBA Reading Discussion (15%)
   Motivation Scenario (15%)
   Motivational Intervention (15%)

Reaction Posts:
For each class session that there is a reading, you will compose a brief reaction to one or more issues from that day’s reading assignment and post it to the appropriate forum on Moodle. Your reaction should contain at least one question you feel will enhance our in-class discussion. Each reaction should be around 150 words in length. Strict adherence to APA style is not required; reactions may be informal and conversational in tone. Reactions should be posted by 7:00 PM prior to each class day (late postings may reduce your participation score). Individual reaction postings will not be graded, per se, but will collectively contribute to your overall class participation score.

Team Activities:
There will be at least two formal team activities this semester:
1) Team-led class discussions of reading(s), and
2) Team-based application sessions.

Team-Led Class Discussions. On days designated in the syllabus, a team will be responsible for assigning a required reading to the class and leading the discussion pertaining to that reading and its associated topic. Your team is free to choose whatever reading it deems interesting and relevant to the topic being addressed. I have listed some sources of possibilities in the “Good Work Motivation Books/Articles” section found at the bottom of the course-reserve. Your team is free to choose from other sources, however.

Your team needs to provide me with full reference information for the reading it has chosen at least THREE CLASS DAYS BEFORE the day the reading is to be discussed. I will receive earlier provision of this information gratefully, however.

Team-Based Application Sessions. I expect you to participate actively on a team project where you and your team will:
• Produce an in-depth description of a work motivation problem and present it in class to a problem-solving team.
- Develop an intervention to address a work motivation problem provided by another team (being sure to include a plan for evaluating the intervention), and
- Present this intervention plan to the entire class for discussion, critique and evaluation.

See the Moodle for assignment due dates and team pairings. Essentially, motivational scenarios that describe work motivation problems will be due around midterm. Class presentations will occur starting November 15.

**Scenario summaries** of a motivational problem should be no longer than 3 pages (single spaced, 12 pt. font). Supporting material (e.g., important organizational background information) maybe attached as an appendix.

**Intervention summaries** should be no longer than 4 pages (single-spaced, 12 pt. font). You should dedicate up to one page of text to each of the following headings. References, figures, and tables are not limited.

- **Problem:** Your team’s understanding of the motivational problem(s).
- **Explanation:** Your team’s conclusions about what motivational theory(s) might be most relevant to understanding the problem(s).
- **Intervention Plan:** How your team proposes to handle the problem(s) you have identified. This plan should include a working timeline (illustrated with a PERT chart) and it should explain what and when different parties are going to be involved.
- **Evaluation:** Explain how you will empirically evaluate the intervention you are proposing.

**Class Attendance:**
It is impossible to participate in class discussions if you are not present. Therefore the maximum possible participation score on a missed class day is 50% (i.e., for submitting an acceptable reaction).

**NC State Policy on Working with Student with Disabilities:**
If you have a verified disability I will certainly do all that I can reasonably do to accommodate the course requirements to your specific needs. Please tell me immediately so that we can begin making appropriate arrangements right away.

Refer to the following web site that describes NC State’s Disability Services for Students (DSS) program.
http://www.ncsu.edu/dso/

**Academic Honesty Policy:**
I trust you. Please do not give me any reason to be suspicious of your honesty. If you are caught giving or receiving help on assignments without first having received my authorization, I will deal with your misjudgment according to the guidelines that describe NC State’s policy on academic honesty.

For more details on NC State’s academic honesty policy, see:
Overview of Topics:
8/23 Introduction to the Course
8/28 - 9/18 The Big Picture
9/20 - 9/25 Motivation and the High Performance Cycle (HPC)
9/27 - 10/2 Goal Setting Research
10/11 Distal External Influences
10/16 - 10/23 Distal Internal Influences
10/25 - 11/1 Proximal Internal Influences
11/6 - 11/13 Proximal External Influences
11/15 - 12/6 Motivation Scenarios & Interventions

Reading Assignments:

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<th>Aug. 23</th>
<th>Introduction to the Course</th>
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The Big Picture


Motivation and the High Performance Cycle (HPC)


**Goal Setting Research – The Basics**


**FINAL EXAM**

**Some Distal External Influences -- Culture**


**Distal Internal Influences**


**Proximal Internal Influences**

### Proximal External Influences

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<td>TBD – Team 3 Leads</td>
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### Motivation Scenarios & Interventions (11/15 – 12/6)

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