

## SYLLABUS

*Psychology 741-001*  
PSYCHOLOGY OF WORK MOTIVATION  
Spring 2017  
George Mason University

**Class Day and Time:** Monday, 10:30 AM – 1:10 PM

**Class Location:** Robinson A, Room 243

Instructor: Reeshad S. Dalal, Ph.D.

Email Address: rdalal@gmu.edu

Office Location: David King Hall, Room 2006 (entry through Room 2005)

Office Hour: Monday, 9:30 AM - 10:30 AM, and by appointment

### PREREQUISITES:

- Graduate survey-level statistics courses (PSYC 611 and 612, or equivalent)
- Graduate survey-level courses in industrial/organizational psychology (PSYC 636 and 639, or equivalent)

### COURSE OVERVIEW (AND GOALS/OBJECTIVES):

This is a graduate-level survey of research related to work motivation (loosely defined). The focus is on basic scientific research, and the readings are therefore primarily from peer-reviewed journal articles and “handbook” chapters. However, an attempt has also been made to discuss how this research might inform practice in organizations—thereby furthering the nascent “evidence-based management” movement. Finally, an attempt has been made to choose readings that are timely/topical, will provoke the reader, and provide ample fodder for discussion.

Overall, the course aims to help students become good developers, consumers, and appliers of research. Students will additionally have the opportunity to: (1) hone their analytical and information presentation skills, and (2) gain practice in generating research proposals. Finally, one of the objectives of the course is to keep the amount of reading in a given week to a manageable length. The sincere hope is that this will encourage students to actually complete all the assigned readings. ☺

**ATTENDANCE AND PARTICIPATION POLICY:**

It is important for every student to read all the assigned articles, attend all class sessions, and contribute to the class discussion because the quality of this course will be influenced significantly ( $p < 0.01$ ) by the quality of the discussion.

One absence during the semester is permitted without any penalty and for any reason, as long as the student summarizes his or her reactions to the week's readings in some depth on the Blackboard discussion board within one week of the absence. A second or third absence for any reason will automatically result in a letter-grade penalty (e.g., an "A" becomes an "A-") to the participation/attendance portion of the overall course grade unless the student not only provides reactions to the readings but also performs an additional assignment for each absence (please see me to discuss this). Barring truly exceptional circumstances (as determined by *me*), a fourth absence for any reason will automatically result in a failing grade (i.e., "F") in the participation/attendance portion of the overall course grade.

Frequent instances of late arrival to and/or early departure from class will also result in grade penalties to the participation/attendance portion of the course grade. This is also the case for frequent instances of temporary departures from the classroom while class is in session. Every student is expected to contribute to the class discussion during each course session. Contributions via the online (Blackboard) discussion board are encouraged, but cannot completely substitute for in-class participation. Repeated failure to participate will result in grade penalties to the participation/attendance portion of the course grade.

**CLASS CANCELEATION POLICY:**

In the hopefully unlikely event that I myself need to miss class, I will do my very best to inform you via email as soon as possible. Depending on the specific content to be covered in the missed week, the nature of the make-up may differ. For instance, I may request that you post brief reactions to the readings to the Blackboard discussion board (and I may use that medium myself to communicate critical information about the readings and/or to respond to your reactions) or we may defer the discussion of the readings until the following week.

**COURSE READINGS:**

When reading an empirical article, here are some questions to keep in mind:

- Primarily *descriptive* questions:
  - What are the main points in this article? A few examples:
    - Which theoretical frameworks are used? If you were asked to summarize each framework in a few sentences, what would you say?
    - What are the major hypotheses?
    - How are the relevant constructs defined and operationalized?

- What is the research design?
  - How do the authors analyze the data? Even in cases where the data-analytic techniques are complex, try to emerge with at least a surface-level understanding of what is being done, and why.
  - What are the major findings?
  - What are the implications for future research and for practice?
  - Are there any implications for you personally?
- In what ways does this article relate to other articles that we have read this week or in previous weeks?
- Primarily *evaluative* questions:
  - What are the strengths of this article? For example, if the article has been cited heavily, why might this be the case? A frequent tendency among junior graduate students is to focus on the weaknesses of articles while overlooking the strengths. Recall that articles are published (and chosen as readings for this course) *due* to their strengths and *despite* their weaknesses.
  - What are the weaknesses of this article?
  - Was there anything in this article that you found surprising or particularly interesting?

Several of the above questions will also apply to a theoretical/review article.

The article list follows:

*Note: "\*" indicates a reading that is not required, but is warmly recommended for personal development.*

JANUARY 23: INTRODUCTION

Overview of syllabus.

Students select weeks to present recommended readings.

JANUARY 30: OVERVIEW - I

Ployhart, R. E. (2008). The measurement and analysis of motivation. In R. Kanfer, G. Chen, & R. D. Pritchard (Eds.), *Work motivation: Past, present, and future* (pp. 17-62). New York, NY: Routledge.

Schmidt, A. M., Beck, J. W., & Gillespie, J. Z. (2013). Motivation. I. B. Weiner (Series Ed.) and N. Schmitt & S. Highhouse (Vol. Eds.) *Handbook of psychology: Vol. 12*.

*Industrial and organizational psychology* (2<sup>nd</sup> edn., pp. 311-340). New York: John Wiley & Sons.

\*Dalal, R. S., & Hulin, C. L. (2008). Motivation for what? The criterion question. In R. Kanfer, G. Chen, & R. Pritchard (Eds.), *Work motivation: Past, present and future* (pp. 63-100). New York, NY: Routledge.

#### FEBRUARY 6: OVERVIEW - II

Dalal, R. S. (2013). Job attitudes: Cognition and affect. In I. B. Weiner (Series Ed.) and N. Schmitt & S. Highhouse (Vol. Eds.) *Handbook of psychology: Vol. 12. Industrial and organizational psychology* (2<sup>nd</sup> edn., pp. 341-366). New York: John Wiley & Sons.

Wood, W., & Runger, D. (2016). Psychology of habit. *Annual Review of Psychology*, 67, 289-314.

#### FEBRUARY 13: WORK (RE-)DESIGN + THERE'S AN APP FOR THAT

Due date for first Blackboard discussion board post for applied project. See subsequent instructions.

Morgeson, F. P., & Humphrey, S. E. (2006). The Work Design Questionnaire (WDQ): Developing and validating a comprehensive measure for assessing job design and the nature of work. *Journal of Applied Psychology*, 91, 1321-1339.

Stawarz, K., Cox, A. L., & Blandford, A. (2015, April). Beyond self-tracking and reminders: designing smartphone apps that support habit formation. In Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems (pp. 2653-2662). ACM.

Weiser, P., Bucher, D., Cellina, F., & De Luca, V. (2015). A taxonomy of motivational affordances for meaningful gamified and persuasive technologies. In Proceedings of the 3rd International Conference on ICT for Sustainability (ICT4S) (pp. 271-280). Bedford Park, IL: Atlantic Press.

\*Grant, A. M., & Parker, S. K. (2009). Redesigning work design theories: The rise of relational and proactive perspectives. *The Academy of Management Annals*, 3, 317-375.

\*Pinder, C., Vermeulen, J., Beale, R., & Hendley, R. (2015, August). Exploring nonconscious behaviour change interventions on mobile devices. In Proceedings

of the 17th International Conference on Human-Computer Interaction with Mobile Devices and Services Adjunct (pp. 1010-1017). ACM.

FEBRUARY 20: GOALS - I (MOSTLY CONCEPTUAL/REVIEW)

**Weekly Blackboard discussion board post for applied project.**

Golden, S. J., Ali, A. A., & Johnson, R. E. (in press). Goal orientation. In S. G. Rogelberg (Ed.), *The Sage encyclopedia of industrial and organizational psychology* (2<sup>nd</sup> edn.). Thousand Oaks, CA: Sage.

Latham, G. P. (2016). Goal setting: A possible theoretical framework for examining the effect of priming goals on organizational behavior. *Current Opinion in Psychology, 12*, 85-88.

Locke, E. A., & Latham, G. P. (2015). Breaking the rules: A historical overview of goal-setting theory. In A. J. Elliot (Ed.), *Advances in motivation science* (Vol. 2, pp. 99-126). Cambridge, MA: Academic Press (Elsevier).

Ordóñez, L. D., & Welsh, D. T. (2015). Immoral goals: How goal setting may lead to unethical behavior. *Current Opinion in Psychology, 6*, 93-96.

Werther, W. B. (1992). Workshops aid in goal setting. In R. R. Sims, D. D. White, & D. A. Bednar (Eds.), *Readings in organizational behavior* (pp. 95-100). Boston, MA: Allyn and Bacon.

\*Austin, J. T., & Vancouver, J. B. (1996). Goal constructs in psychology: Structure, process, and content. *Psychological Bulletin, 120*, 338-375.

\*Fried, Y., & Slowik, L. H. (2004). Enriching goal-setting theory with time: An integrated approach. *Academy of Management Review, 29*, 404-422.

\*Payne, S. C., Youngcourt, S. S., & Beaubien, J. M. (2007). A meta-analytic examination of the goal orientation nomological net. *Journal of Applied Psychology, 92*, 128-150.

FEBRUARY 27: GOALS - II (MOSTLY FINDINGS)

**Weekly Blackboard discussion board post for applied project.**

Ilies, R. & Judge, T. A. (2005). Goal regulation across time: The effects of feedback and affect. *Journal of Applied Psychology, 90*, 453-467.

- Latham, G. P., & Baldes, J. J. (1975). The “practical significance” of Locke’s theory of goal setting. *Journal of Applied Psychology, 60*, 122-124.
- Locke, E. A. (1982). Relation of goal level to performance with a short work period and multiple goal levels. *Journal of Applied Psychology, 67*, 512-514.
- Park, Y., Kim, T. S., & Park, S. W. (2016). Change in goal orientation of Korean high school athletes: A cross-temporal meta-analysis, 1999–2014. *Personality and Individual Differences, 94*, 342-347.
- Welsh, D. T., & Ordóñez, L. D. (2014). The dark side of consecutive high performance goals: Linking goal setting, depletion, and unethical behavior. *Organizational Behavior and Human Decision Processes, 123*, 79-89.
- \*Klein, H. J., Wesson, M. J., Hollenbeck, J. R., & Alge, B. J. (1999). Goal commitment and the goal-setting process: Conceptual clarification and empirical synthesis. *Journal of Applied Psychology, 84*, 885-896.

#### MARCH 6: INCENTIVES - I (MOSTLY CONCEPTUAL/REVIEW)

##### Weekly Blackboard discussion board post for applied project.

- Bartol, K. M., & Locke, E. A. (2000). Incentives and motivation. In S. L. Rynes & B. Gerhart (Eds.), *Compensation in organizations* (pp. 104-147). San Francisco, CA: Jossey-Bass.
- Judge, T. A., Piccolo, R. F., Podsakoff, N. P., Shaw, J. C., & Rich, B. L. (2010). The relationship between pay and job satisfaction: A meta-analysis of the literature. *Journal of Vocational Behavior, 77*, 157-167.
- Kerr, S. (1995). On the folly of rewarding A, while hoping for B. *Academy of Management Executive, 9*, 7-14.
- Rynes, S. L., Gerhart, B., & Minette, K. A. (2004). The importance of pay in employee motivation: Discrepancies between what people say and what they do. *Human Resource Management, 43*, 381-394.
- Video: Daniel Pink on *Drive: The surprising truth about what motivates us* (10:47)  
<https://www.youtube.com/watch?v=u6XAPnuFjJc>

\*Gagné, M., & Forest, J. (2008). The study of compensation systems through the lens of Self-Determination Theory: Reconciling 35 years of debate. *Canadian Psychology, 49*, 225-232.

\*Pfeffer, J. (1998). Six dangerous myths about pay. *Harvard Business Review, 76* (3), 109-119.

\*Video: Dan Ariely on *The psychology of money* (53:47)  
<https://www.youtube.com/watch?v=NhrGf73Ftwo>

MARCH 13: NO CLASS TODAY

Weekly Blackboard discussion board post for applied project.

No class today--Spring Break.

MARCH 20: INCENTIVES - II (MOSTLY FINDINGS)

Due date for final Blackboard discussion board post for applied project. See subsequent instructions.

During class, students will form groups (pairs/dyads) for their term paper. We will also pair groups up themselves such that each group will provide the other with feedback on the outline.

Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin, 125*, 627-668.

Kahneman, D., Krueger, A. B., Schkade, D., Schwarz, N., & Stone, A. A. (2006). Would you be happier if you were richer? A focusing illusion. *Science, 312*, 1908-1910.

Stajkovic, A. D., & Luthans, F. (1997). A meta-analysis of the effects of organizational behavior modification on task performance, 1975-1995. *Academy of Management Journal, 40*, 1122-1149.

Wright, P. M., George, J. M., Farnsworth, S. R., & McMahan, G. C. (1993). Productivity and extra-role behavior: The effects of goals and incentives on spontaneous helping. *Journal of Applied Psychology, 78*, 374-381.

- \*Camerer, C. F., & Hogarth, R. M. (1999). The effects of financial incentives in experiments: A review and capital-labor-production framework. *Journal of Risk and Uncertainty, 19*, 7-42.
- \*Cerasoli, C. P., Nicklin, J. M., & Ford, M. T. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. *Psychological Bulletin, 140*, 980-1008.

#### MARCH 27: SELF-EFFICACY AND RELATED CONSTRUCTS

- Bandura A. (2005). The evolution of social cognitive theory. In K. G. Smith & M. A. Hitt (Eds.), *Great Minds in Management* (pp. 9-35). Oxford, U.K.: Oxford University Press.
- Bandura, A. (in press). Social cognitive theory. In S. G. Rogelberg (Ed.), *The Sage encyclopedia of industrial and organizational psychology* (2<sup>nd</sup> edn.). Thousand Oaks, CA: Sage.
- Baumeister, R., Campbell, J., Krueger, J., & Vohs, K. (2005). Exploding the self-esteem myth. *Scientific American Mind, 16*(4), 50-57.
- Lee, C., & Bobko, P. (1994). Self-efficacy beliefs: Comparison of five measures. *Journal of Applied Psychology, 79*, 364-369.
- Vancouver, J. B. (in press). Control theory. In S. G. Rogelberg (Ed.), *The Sage encyclopedia of industrial and organizational psychology* (2<sup>nd</sup> edn.). Thousand Oaks, CA: Sage.
- Video: Albert Bandura on *Inside the psychologist's studio* (46:02)  
[http://www.psychologicalscience.org/observer/albert-bandura-itps#.WF\\_b9lMrLDc](http://www.psychologicalscience.org/observer/albert-bandura-itps#.WF_b9lMrLDc)
- \*Alba, J. W., & Hutchinson, J. W. (2000). Knowledge calibration: What consumers know and what they think they know. *Journal of Consumer Research, 27*, 123-156.
- \*Sitzmann, T., & Yeo, G. (2013). A meta-analytic investigation of the within-person self-efficacy domain: Is self-efficacy a product of past performance or a driver of future performance?. *Personnel Psychology, 66*, 531-568.



## APRIL 3: SELF-REGULATION AND RELATED THEORIES - I

Due date for outline for term paper (see subsequent instructions) to be submitted to other group for feedback. Outlines should be sent to the other group via email before class. Groups should provide each other with feedback within 3-4 days.

Baumeister, R. F., & Tierney, J. (2011). *Willpower: Rediscovering the greatest human strength*. New York, NY: Penguin. [Read only the following chapter: **Conclusion: The future of willpower--more gain, less strain (as long as you don't procrastinate)**, pp. 238-260.]

Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. *Current Directions in Psychological Science*, 16, 351-355.

Ent, M. R., Baumeister, R. F., & Tice, D. M. (2015). Trait self-control and the avoidance of temptation. *Personality and Individual Differences*, 74, 12-15.

Gollwitzer, P. M. & Sheeran, P. (2006). Implementation intentions and goal achievement: A meta-analysis of effects and processes. *Advances in Experimental Social Psychology*, 38, 69-119.

Video: Roy Baumeister on Willpower: Self-Control, Decision Fatigue, and Energy Depletion (59:22) <https://www.youtube.com/watch?v=KfnUicHDNM8>

\*Inzlicht, M., Schmeichel, B. J., & Macrae, C. N. (2014). Why self-control seems (but may not be) limited. *Trends in Cognitive Sciences*, 18, 127-133.

## APRIL 10: SELF-REGULATION AND RELATED THEORIES - II (REPLICATION, SCHMEPLICATION)

Due date for outline for term paper (see subsequent instructions) to be submitted to me. Outlines should be sent to me via email before class.

Baumeister, R. F., & Vohs, K. D. (2016). Misguided effort with elusive implications. *Perspectives on Psychological Science*, 11, 574-575.

Carter, E. C., Kofler, L. M., Forster, D. E., & McCullough, M. E. (2015). A series of meta-analytic tests of the depletion effect: Self-control does not seem to rely on a limited resource. *Journal of Experimental Psychology: General*, 144, 796-815.

Hagger, M. S., Chatzisarantis, N. L., Alberts, H., Anggono, C. O., Batailler, C., Birt, A., & Zwienerberg, M. (2016). A multi-lab pre-registered replication of the ego-depletion effect. *Perspectives on Psychological Science*, 11, 546-573.

Sripada, C., Kessler, D., & Jonides, J. (2016). Sifting signal from noise with replication science. *Perspectives on Psychological Science, 11*, 576-578.

Vadillo Nistal, M. A., Gold, N. K., & Osman, M. (2016). The bitter truth about sugar and willpower: The limited evidential value of the glucose model of ego depletion. *Psychological Science, 27*, 1207-1214.

\*Orquin, J. L., & Kurzban, R. (2015, December 14). A meta-analysis of blood glucose effects on human decision making. *Psychological Bulletin*. Advance online publication. <http://dx.doi.org/10.1037/bul0000035>

#### APRIL 17: AFFECT (MOOD AND EMOTIONS)

Erez, A., & Isen, A. M. (2002). The influence of positive affect on the components of expectancy motivation. *Journal of Applied Psychology, 87*, 1055-1067.

Johnson, R. E., Tolentino, A. L., Rodopman, O. B., & Cho, E. (2010). We (sometimes) know not how we feel: Predicting job performance with an implicit measure of trait affectivity. *Personnel Psychology, 63*, 197-219.

Richter, M., Gendolla, G. H. E., & Wright, R. A. (2016). Three decades of research on motivational intensity theory: What we have learned about effort and what we still don't know. In A. J. Elliot (Ed.), *Advances in motivation science* (Vol. 3, pp. 149-186). Cambridge, MA: Academic Press (Elsevier).

\*Seo, M-G., Barrett, L. F., & Bartunek, J. M. (2004). The role of affective experience in work motivation. *Academy of Management Review, 29*, 423-439.

\*Westermann, R., Spies, K., Stahl, G., & Hesse, F. W. (1996). Relative effectiveness and validity of mood induction procedures: A meta-analysis. *European Journal of Social Psychology, 26*, 557-580.

#### APRIL 24: STUDENT-SELECTED READINGS - I

No assigned readings.

#### MAY 1: STUDENT-SELECTED READINGS - II

No assigned readings.

MAY 12: TERM PAPERS DUE

Term papers due to me via email by 9 AM.

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### STUDENT-SELECTED READINGS:

*This is a solo project.*

Each student will individually present a reading of his or her choice. *The chosen reading must be from a highly regarded peer-reviewed journal, and must be on the topic of motivation*, but there are no other restrictions. For example, the chosen reading could be quantitative or qualitative or theoretical in orientation, from I/O psychology or some other academic discipline, and so forth. This is *your* reading: choose something that *you* believe to be interesting and important!

It is the responsibility of the student presenting a particular reading to “educate” the rest of us because, in all likelihood, neither the other students nor I will have read the reading you are presenting. Thus, each student should prepare a PowerPoint presentation that includes:

- The student’s name
- A full citation for the reading selected (in American Psychological Association or Academy of Management style) *on the very first slide*
- Information regarding why that particular reading was chosen
- Information regarding how the chosen reading fits in with the topics covered in class and the readings in the syllabus, and
- A summary of the chosen reading. For instance, for an empirical journal article, this should include things like: theoretical framework, hypotheses, methods used, analyses conducted, and conclusions drawn. The vast majority of the time in the presentation should be spent summarizing the chosen reading. You will have to be judicious here: for instance, although I obviously don’t expect you to discuss every statistical test in the results section, you’ll need to think about how to represent the main findings very efficiently but yet in sufficient depth to reveal your understanding of the nuances of the data analysis.

Please make sure that all slides are numbered. Please also post your slides to the Blackboard discussion board prior to your presentation. Please practice your presentation ahead of time and time it to ensure that it does not exceed **10-12** minutes. To ensure sufficient time for all presentations, I may have to stop the presentations at 12 minutes. To prevent needless delays, please download your slides to the desktop of the computer **before** the beginning of class on the day on which you are presenting (Yes, this does mean that you will need to show up to class several minutes early on that day! 😊).

Each presentation will be followed by a brief (**3-4** minutes) question-and-answer session.

*Student-Selected Readings will be presented in class on **April 24** and **May 1**. The order of presentations both across and within weeks will be decided on the basis of students' preferences.*

### **APPLIED PROJECT:**

*This is a solo project.*

This project will be completed via the Blackboard discussion board. Each student should create a separate discussion "thread" with his or her name in the title of the thread. All discussion board posts related to a student's applied project should naturally be made in that thread.

Identify a habit you want to build or break--or, more generally, something that you'd like to be motivated to do or to avoid doing. Please stick to topics that are legal. ☺ Other than that, there are no restrictions (e.g., the topic does not need to be work-related) although the topic should be something you're comfortable sharing with the class. Please describe, on the Blackboard discussion board, the habit you want to build/break.

Next, find a motivation/habit app you like. Familiarize yourself with the app. On the Blackboard discussion board, name the app you've chosen, describe what the app seems to get right and wrong in terms of evidence-based application of the motivation research literature (yes, this will require you to cite the motivation literature!), and describe a couple of evidence-based and logistically simple ideas you can come up with to augment the app. **Everything up to here** should be a part of your **first** Blackboard discussion board post.

Use the app in conjunction with your own evidence-based ideas for 5 weeks. Post brief--e.g., one paragraph--**weekly updates** on Blackboard (ideally on Sundays) to indicate how things are going: how you are defining and tracking progress, what is working, what you can do better (and how--again, using evidence-based guidelines), etc.

Your **final post** should indicate your overall thoughts about the endeavor, your thoughts about whether you will stick with the particular habit you've chosen to build/break and with the particular app you've been using, what you've learned more generally about motivating yourself to do (or avoid doing) something, and so forth.

Students are welcome, though certainly not required, to read other students' discussion posts and to occasionally post messages containing encouragement, evidence-based suggestions, etc., on other students' discussion threads.

*Deadlines:*

- *First post: **February 13***
- ***Weekly updates** (e.g., on Sundays or on before class on Mondays) thereafter until...*
- *Final post: **March 20***

**RESEARCH PROPOSAL (BULLETED OUTLINE + TERM PAPER):**

*Note: This is a group project. You will be working in pairs/dyads. However, I am open to requests from senior (second-year or beyond) students who have already identified a paper topic and who wish to work on the paper alone.*

Each pair of students is required to propose an original research project *explicitly focused on the topic of motivation*. In other words, motivation cannot simply be treated as one variable in the paper: it must be *the focus*, or at least *a focus*, of the paper. Papers that do not adhere to this requirement will automatically receive a failing grade.

In practical terms, the end product will essentially consist of the *introduction, method, and “anticipated analyses” sections of an empirical journal article.*<sup>†</sup>

- For the introduction section, you should first review the literature on a particular topic and then propose your own hypotheses. Be sure to answer the “So What?” or “Who Cares?” question: in other words, be sure to indicate not only that your paper topic fills a gap in the existing research but also why that particular gap is worth filling! The introduction section (from opening “hook” to hypotheses) should be structured as per Kendall et al. (2000) or similar sources. Each hypothesis should be preceded by a sound theoretical rationale. Ideally, the hypotheses would be derived logically from a single theory; certainly, a mishmash of theories should be avoided (see Sparrowe & Mayer, 2011). The hypotheses should be precise rather than generic (see Edwards & Berry, 2010).

Edwards, J. R., & Berry, J. W. (2010). The presence of something or the absence of nothing: Increasing theoretical precision in management research. *Organizational Research Methods, 13*, 668-689.

Kendall, P.C., Silk, J. S., & Chu, B. C. (2000). Introducing your research report: Writing the introduction. In R. J. Sternberg (Ed.), *Writing articles for publication in psychology journals: A handbook* (pp. 41-57). New York: Cambridge University Press.

Sparrowe, R. T., & Mayer, K. J. (2011). Publishing in *AMJ*--Part 4: Grounding hypotheses. *Academy of Management Journal, 54*, 1098-1102.

- For the method section, you should describe your sample and procedures. As part of describing the sample, you should indicate not only who the participants will be (e.g.,

demographic information, job types, etc.) and why, but also *how many* participants you will need. The number of participants needed can be estimated either via a formal power analysis (which you should describe *in detail*, along with appropriate citations, and which should be targeted at the most sample-size-intensive of your anticipated analyses) or, failing that, via a rule of thumb that has been articulated for the analyses you plan to conduct (which you should describe *in detail*, along with appropriate citations).

- The “anticipated analyses” section should be as close to a results section as you can get without actually having any data. Basically, you should describe the data-analytic techniques you plan to conduct, along with a brief justification for the use of these techniques. This justification becomes critical if, as is often the case, there are multiple techniques that could be used to analyze your data.

Note that this is a proposal for *basic* research. It should focus on psychological constructs and their inter-relationships. Hypotheses should ideally be derived from psychological (or other social science) theories. A paper discussing an applied research problem (e.g., “Here is a description of a consulting project I conducted for *Elegantly Wasted Winery, Inc.*, comparing employee motivation across the winery’s Production and Sales departments”) is completely inappropriate and will receive a failing grade.

*The idea is for students to use this opportunity to develop research proposals in areas relevant and interesting to them.* In the past, many students have gone on to conduct the studies they proposed for this course and have submitted them to well-regarded journals. (And, yes, this includes many MA students even after they have graduated and left Mason!) I would urge you to do the same.

Papers should be formatted in American Psychological Association style, as exemplified by the latest edition of the APA Publication Manual.

For both your sanity and mine, the term paper will be fairly short: **12-15<sup>++</sup>** double-spaced pages of text—that is, *excluding* the title page, abstract (limit 200 words) and keywords (limit of 5 words/phrases), references, and any tables or figures you may have. You do not need a discussion section. You will need *at least 20 references* in the term paper. The short length of the paper does not preclude the need for thoroughness.

To facilitate viable research proposals, the submission of the paper will be preceded by a ***bulleted outline***. This should be **3-4** double-spaced pages in length, plus a title page and a references section (you should have at least *12 references* at this stage). The outline should be limited to the *introduction section only*.

I will, of course, provide extensive feedback on both the outline and the term paper. The purpose of providing feedback on the term paper—even though at that point the semester will be over—is (in addition to justifying the grade) to assist students with their writing/framing skills in general, and to suggest areas for improvement as well as “next steps” in the event that they

wish to pursue their projects further (beyond the end of the semester).

*Please proof-read your outlines and term papers carefully! Also, please be aware that I have high standards: I believe that you are talented students who will submit high-quality work, and I will be quite disappointed if you don't.*

<sup>†</sup>I am potentially open to a theory or review paper instead of an empirical paper. If students are interested in writing a theory or review paper, they should come and talk to me about it *at least 2 weeks prior to the due date for the outline*. However, students should be aware that it is--at least in my opinion--harder to write a good theory or review paper than a good empirical paper.

<sup>††</sup>Students should request the instructor's permission *ahead of time* if they feel that the length guidelines would unduly interfere with the quality of their research proposal. Papers that depart from length guidelines without prior permission will receive a failing grade.

#### Deadlines:

- *Students form groups (pairs/dyads) for term paper, and each group itself pairs with another group so as to provide mutual feedback (in-class activity): **March 20***
- *Outline sent to other group for feedback (via email, before class): **April 3***
- *Outline sent to me (via email, before class): **April 10***
- *Term paper sent to me (via email, by 9 AM): **May 12**--and, yes, this is a Friday!*

#### GRADING SCHEME AND SCALE:

Graded Component of Course	% of Overall Course Grade
Attendance, participation, homework, and pop quizzes	40%
Applied project	15%
Student-selected reading (presentation)	10%
Research proposal: Outline	10%
Research proposal: Final version (term paper)	25%
<b>TOTAL</b>	<b>100%</b>

Grade	% Range	Quality Points	Satisfactory/Passing?
A+	100.00% - 96.67%	4.00	Satisfactory/Passing
A	96.66% - 93.34%	4.00	Satisfactory/Passing
A-	93.33% - 90.00%	3.67	Satisfactory/Passing
B+	89.99% - 86.67%	3.33	Satisfactory/Passing
B	86.66% - 83.34%	3.00	Satisfactory/Passing
B-	83.33% - 80.00%	2.67	Satisfactory*/Passing
C	79.99% - 70.00%	2.00	Unsatisfactory/Passing
F	69.99% - 0.00%	0.00	Unsatisfactory/Failing

\*Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and must present a 3.00 GPA on the courses listed on the graduation application.

Note that this is certainly not an "Easy A" course. Poor work will receive a poor grade.

### **UNIVERSITY HONOR CODE:**

Please familiarize yourself with the university's honor code (available at <http://oai.gmu.edu/the-mason-honor-code-2/>) and conduct yourself accordingly. I may use *iThenticate* plagiarism detection software (<http://oria.gmu.edu/ethical-conduct-of-research/>) on your research projects. I reserve the right to enter a failing grade for any student found guilty of an honor code violation. Ignorance of the honor code does not constitute an acceptable excuse for violating it.

### **STUDENTS WITH DISABILITIES:**

If you are a student with a disability and if you think you may need academic accommodations, please contact Disability Services at [ods@gmu.edu](mailto:ods@gmu.edu) or 703-993-2474 at the beginning of the semester. Please also come and talk to me at the beginning of the semester.

### **TECHNOLOGY USED IN THE COURSE:**

All readings will be provided via Blackboard. The Blackboard discussion board will be used to complete applied projects and to augment in-class discussion. All other communication will be via email.

### **OFFICIAL COMMUNICATION VIA MASON E-MAIL:**

Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account, and are required to activate that account and check it regularly.

### **ADD/DROP DEADLINES:**

Last date to add a course or to drop a course with no tuition penalty: January 30

Last date to drop a course with a 33% tuition penalty: February 13

Last date to drop a course with a 67% tuition penalty: February 24

*The instructor reserves the right to make changes to the syllabus with reasonable advance notice.*