

Psychology 321: Organizational Psychology Job Satisfaction and Work Motivation

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Office hours: Tue 3:30-4:30pm, Wed 3-4pm, or by appointment

I encourage you to stop by my office hours if you have any questions, problems, or suggestions about the course, or if you want to discuss your career interests or graduate school. Please don't wait until the end of the semester to see me about problems you are having with the class - by then, it is often TOO LATE for me to help you.

Required textbooks:

Spector, P.E. (1997). *Job Satisfaction: Application, Assessment, Causes, and Consequences*. Thousand Oaks, CA: Sage Publications. [ISBN # 0761989234, approx. \$49]

Pinder, C.C. (2008). *Work Motivation in Organizational Behavior*. Psychology Press: New York. [ISBN # 978-1-8058-5604-0, approx. \$63]

NOTE: This course is only appropriate for students who have taken PSY 319. Additional information is available at: <http://www.psychology.sdsu.edu/advising/advising.htm>.

Overall objectives:

This advanced undergraduate seminar is intended to delve into the theories and research on job satisfaction and work motivation. You will be expected to learn/understand current theories and research findings related to workplace training. A secondary objective is to learn how to apply these theories and findings to the workplace.

Learning objectives:

- Describe the relationship between job satisfaction and work motivation.
- Summarize research, theory, and practice in job satisfaction and work motivation.
- Diagnose problems with job satisfaction and/or work motivation in organizations.
- Utilize theories and research findings to develop effective interventions.

Format:

The course will be a mixture of lecture, discussion, and small-group exercises. To avoid listening to me talk nonstop for the entire semester, actively participate in discussions when opportunities arise. I welcome/ encourage questions for clarification, more information, a better example, etc. I expect everyone to show respect for each other and to refrain from actions that might reduce the quality of students' learning experiences. Cell phones should be turned off. Finally, you are expected to do the reading before class, so I can spend more time on the fun stuff (application, controversies) than the straightforward stuff (definitions).

Blackboard:

The course website is part of the Blackboard system (<http://blackboard.sdsu.edu>).

Course materials and grades will be posted there for your convenience.

You will also be asked to participate in the Blackboard discussion boards as part of your grade.

→ If you have trouble with Blackboard, please go to the "student help" section.

Psychology 321: Organizational Psychology Job Satisfaction and Work Motivation

Specific Accommodations:

Students who need accommodation of their disabilities should contact me privately, well before the first exam, to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Disabled Student Services at 619-594-6473 (Calpulli Center - Suite 3100), please do so before seeing me.

Grading

Quizzes: 5 X 10 points = 50 points

Final exam: 50 points

There will be seven quizzes throughout the semester, along with a comprehensive final exam.

Quizzes will consist of 10 multiple-choice questions and 2-3 short answer questions. The quizzes are designed to assess your knowledge of material from the lectures, discussions, and assigned reading. The quizzes are not intended to be cumulative, but they may incorporate some material from previous exams. You may drop your lowest 2 quiz scores. The final exam will be cumulative (it will cover material from the entire semester) and will be largely multiple-choice with some short answer items.

- Your five highest quiz scores will be counted toward your final course grade.
- **No makeup quizzes will be given.**
- Please bring skinny red ParSCORE forms and at least two No. 2 pencils to the final.

You will not be permitted to take a quiz or exam if you arrive after the first person has turned in his/her quiz or exam. The quiz/exam will be over at the end of the allotted time, regardless of when the it was started. There will be NO EXCEPTIONS to this policy!

Application assignments: 5 X 10 points = 50 points

There will be 7 application assignments throughout the semester, worth 10 points each. These assignments will only be available to those who are in attendance the day of the assignment. The assignment is due exactly ONE WEEK after the class in which it was assigned, to be turned in at the beginning of the class period. One point will be deducted for those turning them in at the end of class. Two points will be deducted for each 24 hour period after the end of the class in which it was due. Maximum credit for the assignments is 100 points; you may drop your two lowest application assignment scores. **No makeups will be given.**

Participation points: 1 X 50 points = 50 points

This course is an upper-division seminar course, and as such, your participation is vital to the success of the course. Lower-division courses and upper-division survey courses follow a "lecture and test" format that is DIFFERENT from what we will do in this class. You can earn participation points by doing the following:

- Showing up for class
- Submitting notes for your reading assignment BEFORE class starts
- Participating in class activities
- Contributing to class discussions (don't be shy!)
- Offering some comments, thoughts, and/or discussion points on Blackboard

You may request an estimate of your participation score at any time during the semester.

This component of your grade will be determined holistically, so there are no points assigned to each activity.

Psychology 321: Organizational Psychology Job Satisfaction and Work Motivation

What if???

Each term, emergencies and situations arise that keep students from turning in assignments or attending exams. My policy for handling these types of situations is simple and fair: you may drop one exam and two application assignments with no questions asked. It is rare that a student has to miss more than one exam or two application assignments in a semester; in those rare situations, please contact me as soon as possible to discuss.

Despite the simplicity of my policy, I still have questions from students about how this works, so let me state very clearly:

- No special makeup exams will be given - I will drop your lowest exam score.
- You may not take the exam early if it compromises the security of the exam.
- You may not makeup the application assignments missed, even for legitimate, excused absences - I will drop your lowest 2 assignment scores.
- Requests for extra credit assignments for individuals will not be granted.

90-100% = A = Exceptional work, not merely fulfilling the requirements, but well beyond expectations. Creative thinking that is clearly expressed. Should make me say "wow."

80-89% = B = Very good work, demonstrating thorough preparation and execution.

70-79% = C = Good work that fulfills all the requirements of the assignment.

60-69% = D = Below average, either in terms of completeness or preparation/execution.

59 or below = F = Unacceptable work.

Within letter grades, 80-82=B-, 83-86=B, and 87-89=B+.

The Fine Print

Plagiarism and Academic Integrity. It is not expected that academic dishonesty will be encountered in the class. However, it is worth clarifying some points about plagiarism: Stealing others' work (for example, copying others' test answers or papers) and passing it off as your own is an example of plagiarism. It is also plagiarism to present others' ideas as if they were your own. To avoid the appearance of plagiarism, it is important to reference the sources of your ideas so as to keep clear the difference between others' ideas or arguments and the ideas or arguments that are uniquely yours.

Working together is not an excuse for plagiarism; assignments that are unusually similar will be treated as a case of plagiarism, and all involved students will receive zero points. Plagiarism and cheating in any form will not be tolerated, and will be dealt with through the appropriate channels. See me if you have any questions about what constitutes plagiarism or other violations of academic integrity policy.

Attendance:

If you miss a class, you are responsible for the material covered during that class, including any handouts, changes to the class schedule, or other information given out. Please make sure that you have e-mails/phone numbers of your fellow classmates so that you can obtain any notes or information if needed; I do not have lecture notes for distribution.

- Exams will include material covered in class that may not be included in the reading.
- Homework assignments will occur throughout the semester but are *only* available to those in attendance. Attempts to turn in homework assignments for which you were not present for will be considered as cases of academic dishonesty.

Psychology 321: Organizational Psychology
Job Satisfaction and Work Motivation

Date	Topic	Reading
Sep 2	Overview of course	none
Sep 4	Definitions of Job Satisfaction and Work Motivation	S (1-4) P (10-13)
Sep 9	Satisfaction, Motivation, and Productivity	P (268-278) P (284-291) P (16-18)
Sep 11	Other Outcomes of Satisfaction	S (55-70) P (278-284)

Wellsprings of Satisfaction and Motivation

Sep 16	Quiz 1: Intro stuff <u>It comes from within:</u> Personality and Demographic Characteristics	S (23-29,49-53) P (101-105)
Sep 18	It comes from within: Needs theories	Dawis (473-474) P (70-79)
Sep 23	It comes from within: The role of emotions	Fisher P (123-133)
Sep 25	It comes from within: Social needs/states	P (145-151) P (172-175) P (178-203)
Sep 30	Quiz 2: Internal sources <u>It comes from comparisons:</u> Value theory	Dawis (474) L&C (380-381) P (91-3, 98-100)
Oct 2	It comes from comparisons: Person-Job Fit	S (53-54) P (51-52) Kalleberg
Oct 7	It comes from comparisons: Vrooms VIE theory	Dawis (474) P (363-370)
Oct 9	Catch-up & Review Quiz 3: Comparisons In-class grading	[breather!]
Oct 14	<u>It comes from fairness judgments:</u> Equity theory	Dawis (475) P (311-317) P (318-326)
Oct 16	It comes from fairness judgments: Justice theory	G&C (143-149) P (338-340) P (351-354)
Oct 21	It comes from fairness judgments: Psychological contracts	Rousseau
Oct 23	Quiz 4: Fairness <u>It can be learned/managed:</u> Goal-Setting theory	Latham P (392-400) P (402-404)
Oct 28	It can be learned/managed: Self-management theories	Neck P (465-472)

Psychology 321: Organizational Psychology
Job Satisfaction and Work Motivation

Date	Topic	Reading
Oct 30	It can be learned/managed: Social Cognitive Theory	P (461-465) P (472-473)
Nov 4	Quiz 5: Learning & Self-Management <u>It comes from the job itself:</u> Job Characteristics Model	S (31-37) P (209-213)
Nov 6	It comes from the job itself: Job stress	S (39-49) Warr
Nov 11	VETERAN'S DAY - no class today	[thanks vets!]
Nov 13	It comes from the job itself: Organizational constraints	S (38) P (237-245)
Nov 18	Quiz 6: Job and Organizational Sources <u>It comes from outside:</u> Carrot & Stick (pay/rewards)	S (42) Luthans Kerr
Nov 20	It comes from outside: Behaviorism/OB Modification	P (427-442) P (448-452)

Applications of Job Satisfaction and Work Motivation Theories

Nov 25	Measurement of Job Satisfaction	S (5-22)
Nov 27	THANKSGIVING - no class today	[yea!]
Dec 2	Measurement of Work Motivation	P (43-46)
Dec 4	Catch-up & Review Quiz 7: External Sources & Measurement In-class grading	[breather!]
Dec 9	Organizational Interventions	TBA
Dec 11	Organizational Interventions	TBA
Dec 16	FINAL EXAM	1-3pm

Note: Dates and topics on this schedule are tentative and subject to change. Students are responsible for any additional topics or material announced in class.

Psychology 321: Organizational Psychology
Job Satisfaction and Work Motivation

Full references for supplemental reading:

- Dawis, R. V., & Thomas, J. C. (2004). Job satisfaction. In *Comprehensive handbook of psychological assessment, Vol. 4: Industrial and organizational assessment*. (pp. 473-475). Hoboken, NJ, US: John Wiley & Sons Inc.
- Gilliland, S. W., & Chan, D. (2002). Justice in organizations: Theory, methods, and applications. In N. Anderson, D. S. Ones, H. K. Sinangil & C. Viswesvaran (Eds.), *Handbook of industrial, work, and organizational psychology* (Vol. 2, pp. 143-149). Thousand Oaks, CA: Sage.
- Kalleberg, A. L. (2008). The Mismatched Worker: When People Don't Fit Their Jobs. *Academy of Management Perspectives*, 22(1), 24-40.
- Kerr, S. (1995). On the folly of rewarding A, while hoping for B. *The Academy of Management Executive*, 9(1), 7-14.
- Latham, G. P. (2004). The motivational benefits of goal-setting. *The Academy of Management Executive*, 18(4), 126-129.
- Lawler, E. E. (2003). *Treat people right!: How organizations and individuals can propel each other into a virtuous spiral of success*. San Francisco: Jossey-Bass.
- Luthans, F., & Stajkovic, A. D. (1999). Reinforce for performance: The need to go beyond pay and even rewards. *The Academy of Management Executive*, 13(2), 49-57.
- Neck, C. P., & Manz, C. C. (1996). Thought self-leadership: The impact of mental strategies training on employee cognition, behavior, and affect. *Journal of Organizational Behavior*, 17(5), 445-467.
- Rousseau, D. M. (2004). Research Edge: Psychological contracts in the workplace: Understanding the ties that motivate. *The Academy of Management Executive*, 18(1), 120-127.
- Warr, P. (2005). Work, well-being, and mental health. In J. Barling, E. K. Kelloway & M. R. Frone (Eds.), *Handbook of Work Stress* (pp. 547-573). Thousand Oaks, CA: Sage.