

COURSE CONTENT

Course Code / Title	: HP4251 Human Motivation
Pre-requisites	: HP1000 + HP1100 + HP2500 or HP2600
No. of AUs.	: 4
Contact Hours	: 52

Course Aims

This course looks at the question of why people are motivated to think and act in the ways that they do. In order to answer this question, we will study human motivation using a combination of various perspectives, such as biological, social, personality, developmental, and cognitive areas of psychology. You should take this course if you are a psychology major student who is interested in developing a more in-depth understanding of how to study and assess human motivation and what pertinent factors affect motivation in real world settings, such as education, the workplace, and in inter-personal relationships. The course is discussion and writing intensive and will be conducted in a format that promotes analysis and in-depth review of classical and current motivation research.

Intended Learning Outcomes (ILO)

By the end of the course, you should be able to:

1. Explain the Definition of Motivation, As Understood by Motivation Psychologists
2. List Some of The Key Perspectives in The Study of Human Motivation, Such as The Hedonic Principle, Incentive Motivation, Goal Theory, Motive Disposition Theory, And Self-Determination Theory
3. Describe The Different Methods of Assessing Human Motivation and The Criteria for Evaluating Merits of These Methods (Using Reliability, Validity, Generalizability, And Practicality)
4. Identify And Explain the Major Constructs, Theorists, And Controversies Behind the Key Perspectives to Studying Human Motivation (In ILO 2)
5. Apply One Or More the Major Key Constructs and Perspectives in Motivation Psychology to Analysing a Real-World Motivational Problem

Course Content

- Defining motivation, defining motivation science: What is motivation, what do motivation psychologists study, what is motivation science?
- The hedonic principle /approach and avoidance motivation
- Incentive motivation
- Goal theory
- Motive disposition theory
- Self-determination theory

Course Assessment

CA1	Experiential Component	: 55%
CA2	Co-learning component	: 20%
CA3	Midterm Quiz	: 15%
CA4	Class Participation	: 10%
Total		----- 100%

Reading and References

Petri and Govern textbook, chapter 2. (Petri, H. L., & Govern, J. M. (2004). Motivation: Theory, research, and applications (5th ed.). Belmont, CA US: Wadsworth/Thomson Learning.)

Higgins, E. (2000). Beyond pleasure & pain. In E. Higgins, A. W. Kruglanski (Eds.) , Motivational science: Social and personality perspectives (pp. 231-255). New York: Psychology Press.

Gable, S.L. (2006). Approach and avoidance social motives. *Journal of Personality*, 74 (1), 175-222.

Corr, P. J. (2013). Approach and Avoidance Behaviour: Multiple Systems and their Interactions. *Emotion Review*, 5(3), 285–290. <https://doi.org/10.1177/1754073913477507>

Riediger, M., Schmiedek, F., Wagner, G. G., & Lindenberger, U. (2009). Seeking pleasure and seeking pain: Differences in prohedonic and contra-hedonic motivation from adolescence to old age. *Psychological Science*, 20(12), 1529-1535. doi:10.1111/j.1467-9280.2009.02473.x

McClelland, D. C., Koestner, R., & Weinberger, J. (1989). How Do Self-Attributed and Implicit Motives Differ? *Psychological Review*, 96(4), 690–702. <https://doi.org/10.1037/0033-295X.96.4.690>

Asma, L. J. F. (2023). On the nature of implicit motives. *Theory & Psychology*, 33(4), 448–462. <https://doi.org/10.1177/09593543221083979>

Schüler J, Baumann N, Chasiotis A, Bender M, Baum I. Implicit motives and basic psychological needs. *Journal of Personality*. 2019; 87: 37–55. <https://doi-org.remotexs.ntu.edu.sg/10.1111/jopy.12431>

Sheldon, K. M., & Schüler, J. (2011). Wanting, Having, and Needing: Integrating Motive Disposition Theory and Self-Determination Theory. *Journal of Personality and Social Psychology*, 101(5), 1106–1123. <https://doi.org/10.1037/a0024952>

Müller, F., Borger, K. A., Kellermann, C. M., Wellnitz, M., & Cañal-Bruland, R. (2021). The relationship of motive disposition and situational incentives to individual differences in choking under pressure. *Human Movement Science*, 78, 102831–102831. <https://doi.org/10.1016/j.humov.2021.102831>

van Emmerik, H., Gardner, W. L., Wendt, H., & Fischer, D. (2010). Associations of Culture and Personality With McClelland's Motives: A Cross-Cultural Study of Managers in 24 Countries. *Group & Organization Management*, 35(3), 329-367. <https://doi-org.remotexs.ntu.edu.sg/10.1177/1059601110370782>

Petri and Govern textbook, chapter 7. (Petri, H. L., & Govern, J. M. (2004). *Motivation: Theory, research, and applications* (5th ed.). Belmont, CA US: Wadsworth/Thomson Learning.)

Town, R., Kane, R., Johnson, P., & Butler, M. (2005). Economic incentives and physicians' delivery of preventive care: A systematic review. *American Journal of Preventive Medicine*, 28, 234–240. <http://dx.doi.org/10.1016/j.amepre.2004.10.013>

Haff N, Patel MS, Lim R, et al. The Role of Behavioral Economic Incentive Design and Demographic Characteristics in Financial Incentive-Based Approaches to Changing Health Behaviors: A Meta-Analysis. *American Journal of Health Promotion*. 2015;29(5):314-323. doi:10.4278/ajhp.140714-LIT-333

Núñez, J. L., & León, J. (2015). Autonomy support in the classroom: A review from self-determination theory. *European Psychologist*, 20(4), 275–283. <https://doi-org.remotexs.ntu.edu.sg/10.1027/1016-9040/a000234>

Patall, E.A., Cooper, H., & Robinson, J.C. (2008). The effects of choice on intrinsic motivation and related outcomes: A meta-analysis of research findings. *Psychological Bulletin*, 134, 270-300.

Van den Broeck, A., Ferris, D. L., Chang, C.-H., & Rosen, C. C. (2016). A Review of Self-Determination Theory's Basic Psychological Needs at Work. *Journal of Management*, 42(5), 1195–1229. <https://doi.org/10.1177/0149206316632058>

Ratelle, C. F., Guay, F., Vallerand, R. J., Larose, S., & Senécal, C. (2007). Autonomous, controlled, and amotivated types of academic motivation: A person-oriented analysis. *Journal Of Educational Psychology, 99*(4), 734-746. doi:10.1037/0022-0663.99.4.734

Greguras, G. J., & Diefendorff, J. M. (2009). Different fits satisfy different needs: Linking person-environment fit to employee commitment and performance using self-determination theory. *Journal Of Applied Psychology, 94*(2), 465-477. doi:10.1037/a0014068

Locke, E. A., & Latham, G. P. (2019). The development of goal setting theory: A half century retrospective. *Motivation Science, 5*(2), 93–105. <https://doi-org.remotexs.ntu.edu.sg/10.1037/mot0000127>

Jeong, Y. H., Healy, L. C., & McEwan, D. (2023). The application of Goal Setting Theory to goal setting interventions in sport: a systematic review. *International Review of Sport and Exercise Psychology, 16*(1), 474–499. <https://doi.org/10.1080/1750984X.2021.1901298>

Planned Weekly Schedule (subject to changes, if any)

Week	Topic	Course LO	Readings/ Activities
1	Introduction: Major theories and common themes	1	Petri and Govern textbook, chapter 2. (Petri, H. L., & Govern, J. M. (2004). <i>Motivation: Theory, research, and applications</i> (5th ed.). Belmont, CA US: Wadsworth/Thoms on Learning.)
2	The Hedonic Principle and approach and avoidance motivation	2,3,4	Higgins, E. (2000). Beyond pleasure & pain. In E. Higgins, A. W. Kruglanski (Eds.) , <i>Motivational science: Social and personality perspectives</i> (pp. 231-255). New

			<p>York: Psychology Press.</p> <p>Gable, S.L. (2006). Approach and avoidance social motives. <i>Journal of Personality</i>, 74 (1), 175-222.</p> <p>Corr, P. J. (2013). Approach and Avoidance Behaviour: Multiple Systems and their Interactions. <i>Emotion Review</i>, 5(3), 285–290. https://doi.org/10.1177/1754073913477507</p> <p>Riediger, M., Schmiedek, F., Wagner, G. G., & Lindenberger, U. (2009). Seeking pleasure and seeking pain: Differences in prohedonic and contra-hedonic motivation from adolescence to old age. <i>Psychological Science</i>, 20(12), 1529-1535. doi:10.1111/j.1467-9280.2009.02473.x</p>
3	Motive Disposition Theory	2,3,4	McClelland, D. C., Koestner, R., &

		<p>Weinberger, J. (1989). How Do Self-Attributed and Implicit Motives Differ? <i>Psychological Review</i>, 96(4), 690–702. https://doi.org/10.1037/0033-295X.96.4.690</p> <p>Asma, L. J. F. (2023). On the nature of implicit motives. <i>Theory & Psychology</i>, 33(4), 448–462. https://doi.org/10.1177/09593543221083979</p> <p>Schüler J, Baumann N, Chasiotis A, Bender M, Baum I. Implicit motives and basic psychological needs. <i>Journal of Personality</i>. 2019; 87: 37–55. https://doi-org.remotexs.ntu.edu.sg/10.1111/jopy.12431</p> <p>Sheldon, K. M., & Schüler, J. (2011). Wanting, Having, and Needing: Integrating Motive Disposition Theory and Self-</p>
--	--	---

		<p>Determination Theory. <i>Journal of Personality and Social Psychology</i>, 101(5), 1106–1123. https://doi.org/10.1037/a0024952</p> <p>Müller, F., Borger, K. A., Kellermann, C. M., Wellnitz, M., & Cañal-Bruland, R. (2021). The relationship of motive disposition and situational incentives to individual differences in choking under pressure. <i>Human Movement Science</i>, 78, 102831–102831. https://doi.org/10.1016/j.humov.2021.102831</p> <p>van Emmerik, H., Gardner, W. L., Wendt, H., & Fischer, D. (2010). Associations of Culture and Personality With McClelland’s Motives: A Cross-Cultural Study of Managers in 24 Countries. <i>Group & Organization</i></p>
--	--	--

			Management, 35(3), 329-367. https://doi-org.remotexs.ntu.edu.sg/10.1177/1059601110370782
4	Incentive motivation	2,3,4	<p>Petri and Govern textbook, chapter 7. (Petri, H. L., & Govern, J. M. (2004). Motivation: Theory, research, and applications (5th ed.). Belmont, CA US: Wadsworth/Thomson Learning.)</p> <p>Town, R., Kane, R., Johnson, P., & Butler, M. (2005). Economic incentives and physicians' delivery of preventive care: A systematic review. American Journal of Preventive Medicine, 28, 234–240. http://dx.doi.org/10.1016/j.amepre.2004.10.013</p> <p>Haff N, Patel MS, Lim R, et al. The Role of Behavioral Economic Incentive Design and Demographic</p>

			<p>Characteristics in Financial Incentive-Based Approaches to Changing Health Behaviors: A Meta-Analysis. American Journal of Health Promotion. 2015;29(5):314-323. doi:10.4278/ajhp.140714-LIT-333</p>
5	Self-determination theory	2,3,4	<p>Núñez, J. L., & León, J. (2015). Autonomy support in the classroom: A review from self-determination theory. European Psychologist, 20(4), 275–283. https://doi-org.remotexs.ntu.edu.sg/10.1027/1016-9040/a000234</p> <p>Patall, E.A., Cooper, H., & Robinson, J.C. (2008). The effects of choice on intrinsic motivation and related outcomes: A meta-analysis of research findings. Psychological Bulletin, 134, 270-300.</p> <p>Van den Broeck, A., Ferris, D. L., Chang,</p>

		<p>C.-H., & Rosen, C. C. (2016). A Review of Self-Determination Theory's Basic Psychological Needs at Work. <i>Journal of Management</i>, 42(5), 1195–1229. https://doi.org/10.1177/0149206316632058</p> <p>Ratelle, C. F., Guay, F., Vallerand, R. J., Larose, S., & Senécal, C. (2007). Autonomous, controlled, and amotivated types of academic motivation: A person-oriented analysis. <i>Journal Of Educational Psychology</i>, 99(4), 734-746. doi:10.1037/0022-0663.99.4.734</p> <p>Greguras, G. J., & Diefendorff, J. M. (2009). Different fits satisfy different needs: Linking person-environment fit to employee commitment and performance using self-determination theory. <i>Journal Of</i></p>
--	--	--

			Applied Psychology, 94(2), 465-477. doi:10.1037/a0014068
6	Goal theory	2,3,4	For the theory: Locke, E. A., & Latham, G. P. (2019). The development of goal setting theory: A half century retrospective. Motivation Science, 5(2), 93–105. https://doi-org.remotexs.ntu.edu.sg/10.1037/mot0000127 For application: Jeong, Y. H., Healy, L. C., & McEwan, D. (2023). The application of Goal Setting Theory to goal setting interventions in sport: a systematic review. International Review of Sport and Exercise Psychology, 16(1), 474–499. https://doi.org/10.1080/1750984X.2021.1901298
7	Midterm quiz	1-4	No reading

8	Guest lecture	3,4,5	No reading
9	Poster presentations	1-5	No reading
10	Poster presentations	1-5	No reading
11	Poster presentations	1-5	No reading
12	Poster presentations	1-5	No reading
13	Review of material/Poster presentations (overflow week)	1-5	No reading