

MOTIVATION & EMOTION  
**Psychological needs & implicit motives**



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Image source  
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**Overview**



1. Psychological needs (Ch 6)
2. Implicit motives (Ch 7)



Image source: [http://commons.wikimedia.org/wiki/File:Information\\_icon4.svg](http://commons.wikimedia.org/wiki/File:Information_icon4.svg)  
Image source: [http://commons.wikimedia.org/wiki/File:Autoroute\\_icon.svg](http://commons.wikimedia.org/wiki/File:Autoroute_icon.svg)

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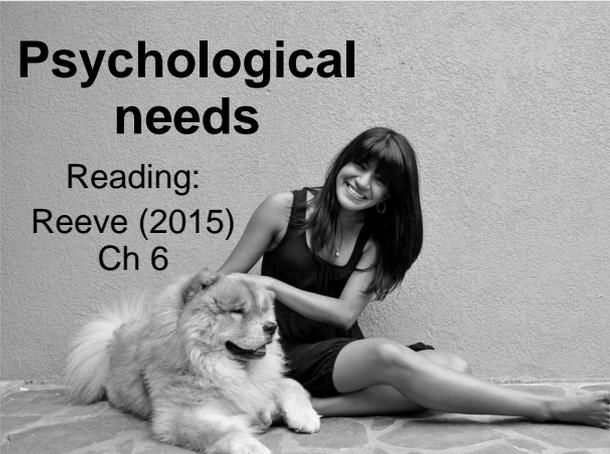
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**Psychological needs**

Reading:  
Reeve (2015)  
Ch 6



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## Outline – Psychological needs

- **Psychological needs**
  - Organismic psychological needs
  - Person-environment dialectic
  - Person-environment synthesis vs. conflict
- **Autonomy**
  - The conundrum of choice
  - Supporting autonomy
  - Benefits from autonomy support
  - Benefits of giving and receiving autonomy support
- **Competence**
  - The pleasure of optimal challenge
  - Interdependency between challenge and feedback
  - Optimal challenge and flow
  - Structure
  - Feedback
  - Failure tolerance
- **Relatedness**
  - Involving relatedness: Interaction with others
  - Studying relatedness: Perception of a social bond
  - Communal and exchange relationships
  - Fruits of relatedness need satisfaction

Based on Reeve (2015, pp. 152-182)

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## Drive: The surprising truth about what motivates us Dan Pink RSA Animate (10 mins)

<http://www.youtube.com/watch?v=u6XAPnuFjJc>



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## Psychological need

- **Inherent** desire to interact with the environment so as to advance personal growth, social development, and psychological well-being.
- The reason we engage in our environment is to **involve** and **satisfy** our **psychological needs**.

Based on Reeve (2015, pp. 153-154)

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## Psychological needs

- When our activities:
  - **involve** our psychological needs, we feel **interest** (an emotion)
  - **satisfy** our psychological needs, we feel **joy** (another emotion).

Based on Reeve (2015, pp. 153-154)

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## Psychological needs

- When people find themselves in environments that support and nurture their **psychological needs**, this promotes:
  - positive emotions
  - optimal experience
  - healthy development

Based on Reeve (2015, pp. 153-154)

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## Organismic approach to motivation

Two assumptions:

People are inherently active; they

- Choose environments
- Modify environments
- Learn, grow, & adapt to environments

Person-environment dialectic:

- There is dynamic interaction between people and environments.
- The person and the environment are constantly changing towards synthesis or conflict.

Based on Reeve (2015, pp. 154-155)

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## Autonomy

Psychological need to experience self-direction and personal endorsement in the initiation and regulation of one's behaviour.

Based on Reeve (2015, pp. 158-167)

Behaviour is autonomous (or self-determined) when our interests, preferences, and wants guide our decision-making process to engage or not to engage in a particular activity.

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## Perceived autonomy

Subjective qualities within the experience of autonomy

### Perceived autonomy

#### Internal perceived locus of causality

Individual's understanding of the causal source of his or her motivated actions.

#### Volition (Feeling free)

Heartfelt and unpressured willingness to engage in an activity.

#### Perceived choice over one's actions

Subjective experience that one may decide to act or not to act, or to pursue one course of action rather than another course of action.

Based on Reeve (2015, Figure 6.2, p. 159) **14**

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## The conundrum of choice

Not all choices promote autonomy.

### "either-or" choice offerings

*Choice among options offered by others fails to tap into, and involve, the need for autonomy.*

### True choice over people's actions

*Meaningful choice that reflects people's values & interests*

Enhances a sense of need-satisfying autonomy.

Enhances intrinsic motivation, effort, creativity, preference for challenge, and performance.

Based on Reeve (2015, pp. 160-161)

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## Supporting autonomy: Definitions

### Autonomy support

Interpersonal sentiment and behaviour to identify, nurture, and develop another's inner motivational resources.

### Control

Interpersonal sentiment and behaviour to pressure another toward compliance with a prescribed way of thinking, feeling, or behaving.

Based on Reeve (2015, pp. 161-167)

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## Supporting autonomy: Enabling condition

### Autonomy support

- Takes the other person's perspective
- Values personal growth opportunities

### Control

- Pressures the other person toward a prescribed outcome
- Targets a prescribed outcome

Based on Reeve (2015, pp. 161-167)

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## Supporting autonomy: Instructional behaviours

### Autonomy support

- Nurtures inner motivational resources
- Provides explanatory rationales
- Listens empathically and displays patience
- Acknowledges and accepts negative affect

### Control

- Relies on outer sources of motivation
- Relies on pressuring language
- Neglects explanatory rationales
- Asserts power to silence negative affect and to resolve conflict

Based on Reeve (2015, pp. 161-167)

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## Ways of supporting autonomy

1. Nurture inner motivational resources
2. Provide explanatory rationales
3. Listen empathically
4. Use informational language
5. Display patience
6. Acknowledge & accept displays of negative affect

Based on Reeve (2015, pp. 161-167)

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## Ways of supporting autonomy

### 1. Nurture inner motivational resources

#### Autonomy-supportive motivators

- Encourage initiative of others by identifying their interests, preferences, and competences.
- Find ways to allow others to behave in ways that express these interests, preferences, and competences.



#### Controlling motivators

- Forgo inner motivational resources.
- Rely on extrinsic motivators (e.g., incentives, directives, consequences, and deadlines).

Based on Reeve (2015, pp. 161-167)

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## Ways of supporting autonomy

### 2. Provide explanatory rationales

#### Autonomy-supportive motivators

- Communicate the value, worth, meaning, utility, or importance of engaging in behaviour
- Explain why the request is *truly* worth the other's time and effort.



#### Controlling motivators

- Do not take the time to explain why the activity is worth doing e.g., saying "Just get it done" or "Do it because I told you to do it"

Based on Reeve (2015, pp. 161-167)

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## Ways of supporting autonomy

### 3. Listen empathically, rely on informational language

#### Autonomy-supportive motivators

- Treat listlessness, poor performance, & inappropriate behaviour as motivational problems to be solved.
- Listen empathically to understand why the other is struggling.
- Use flexible, non-controlling, & informational language.



#### Controlling motivators

- Adopt a controlling communication style
- Try to motivate by inducing feelings of guilt, shame, and anxiety e.g. saying "you should try harder" or "you must finish the project."

Based on Reeve (2015, pp. 161-167)

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## Ways of supporting autonomy

### 4. Display patience

#### Autonomy-supportive motivators

- Give others time and space to explore better ways of behaving, to plan out and try out alternative ways of behaving, and to alter personal goals and problem-solving strategies.
- Do a lot of listening, perspective taking, and postpone giving advice.



#### Controlling motivators

- Impatiently rush in, take over, and show the other person what to do and how to solve the problem.

Based on Reeve (2015, pp. 161-167)

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## Ways of supporting autonomy

### 5. Acknowledge & accept expressions of negative affect

#### Autonomy-supportive motivators

- Listen carefully to the expressions of negative affect and resistance and accept them as valid reactions.
- Work collaboratively with the other person to solve the underlying cause of the negative affect and resistance.



#### Controlling motivators

- Make it clear that such expressions of negative affect are unacceptable.
- Saying things like "It's my way or the highway."

Based on Reeve (2015, pp. 161-167)

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# Moment-to-moment autonomy support

What autonomy-supportive and controlling people say and do to motivate others

## Autonomy support

- Listen carefully
- Allow others time to talk
- Provide rationale
- Encourage effort
- Praise progress, mastery
- Ask others what they want to do
- Respond to questions
- Acknowledge the other's perspective

## Controlling

- Hog learning materials
- Show & tell correct answers
- Give directives, commands
- Should, must, have to statements
- Ask controlling questions
- Seem demanding

Based on Reeve (2015, pp. 161-167)

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# Benefits from autonomy support

## Motivation

- Autonomy, competence, relatedness
- Intrinsic motivation
- Mastery motivation & perceived control
- Curiosity
- Internalised values

## Engagement

- Engagement
- More positive emotion
- Less negative emotion
- Better attendance and retention
- Persistence

## Development

- Self-worth
- Creativity
- Preference for optimal challenge

Based on Reeve (2015, Figure 6.3, p. 164)

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# Benefits from autonomy support

## Learning

- Conceptual understanding
- Deep processing
- Active information processing
- Self-regulation strategies

## Performance

- Grades
- Task performance
- Standardised test scores

## Psychological well-being

- Psychological well-being
- Vitality
- School/ life satisfaction

Based on Reeve (2015, Figure 6.3, p. 164)

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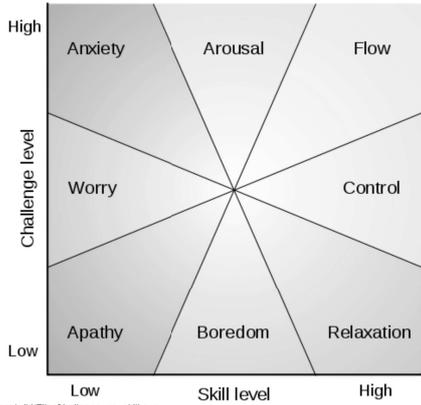
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# Involving competence

## Flow



source: [http://commons.wikimedia.org/wiki/File:Challenge\\_vs\\_skill.svg](http://commons.wikimedia.org/wiki/File:Challenge_vs_skill.svg)

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## Supporting competence

### Positive feedback

- Task itself
- Comparisons of one's current performance with:
  - one's own past performance
  - the performance of others
- Evaluations of others

### Pleasure of optimal challenge and positive feedback

- Harter's anagram study (1974, 1978b)
- Children experience the greatest pleasure following success in the context of **moderate challenge**

Based on Reeve (2015, pp. 167-174)

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## Relatedness

A psychological need to establish close emotional bonds and attachments with other people.

The desire to be emotionally connected to, and interpersonally involved in, warm relationships.

Based on Reeve (2015, pp. 174-178)

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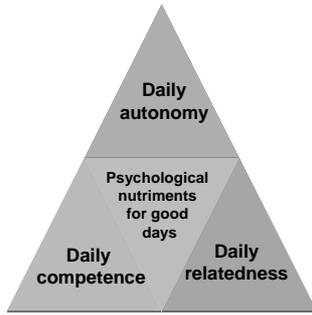
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## What makes for a good day?



Based on  
Reeve (2015  
pp. 180-181)

Psychological nutriments necessary for good days, positive well-being, and vitality

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## Summary

An organismic approach to motivation makes two core assumptions:

- People are inherently active
- Psychological needs provide inherent motivation to engage in the environment which sometimes supports and sometimes frustrates the meeting of these needs.

Self-determination theory needs are inherent requirements for optimal growth and well-being:

- Autonomy
- Competence
- Relatedness

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## Implicit motives



Reading:  
Reeve (2015)  
Ch 7

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## Outline – Implicit motives

- **Implicit needs**
- **Acquired needs**
  - Social needs
  - How implicit motives, as acquired psychological needs, motivate behaviour
- **Achievement**
  - Origins of the need for achievement
  - Atkinson's model
  - Achievement for the future
  - Dynamics-of-action model
  - Conditions that involve and satisfy the need for achievement
- **Affiliation**
  - The duality of affiliation motivation
  - Conditions that involve the affiliation and intimacy duality
  - Conditions that satisfy the affiliation need
- **Power**
  - Conditions that involve and satisfy the need for power
  - Power and goal pursuit
  - Is the implicit power motive bad?
  - Four additional social needs

Based on Reeve (2015, pp. 183-210)

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## Implicit needs

**Definition:** Enduring, non-conscious needs that motivates a person's behavior toward attaining specific social incentives.

**Example:** A person with a strong need for achievement experiences strong interest, enthusiasm, joy and pride while engaging in a challenging task.

Based on Reeve (2015, pp. 185-186)

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## Social needs

**Definition:** Acquired psychological process that grows out of one's socialisation history and that activate need-relevant incentive.

### Examples:

- Achievement
- Affiliation
- Power

Based on  
Reeve (2015,  
pp. 187-188)

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## Primary social incentives

These social incentives activate each implicit motive's emotional and behaviour activation potential.

Implicit motives	Social incentive that activates each need
<b>Achievement</b>	Doing something well to show personal competence
<b>Affiliation</b>	Opportunity to please others and gain their approval; involvement in warm and secure relationships
<b>Power</b>	Having impact on others

Based on Reeve (2015, Table 7.1, p. 188)

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## Encounter with a standard of excellence

### Hope for success

Person anticipates positive goal attainment and positive emotions like hope and pride.

### Fear of failure

Person anticipates negative goal attainment and negative emotions like anxiety and shame.

### Active approach

Approach behaviors and desire for mastery of the standard.

### Passive approach

Avoidance behaviors and a desire to protect the self from embarrassment.

Based on Reeve (2015, Figure 7.1, p. 191)

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## Achievement

### Need for achievement

- Desire to do well relative to a standard of excellence

### Standard of excellence

- Any change to a person's sense of competence that ends with an objective outcome of success vs. failure, win vs. lose, or right vs. wrong.

### High- vs. low-need achiever

- Approach- vs. avoidance-oriented emotions
- Differences in choice, latency, effort, persistence, and willingness to take personal responsibility for successes and failures

Based on Reeve (2015, pp. 191-202)

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## Origins of the need for achievement

### Socialisation influences

When parents provide: independence training, high performance aspirations, realistic and explicit standards of excellence, positive valuing of achievement-related pursuits, a wide scope of experiences such as travelling, exposure to children's reading rich in achievement imagery, etc.

### Developmental influences

Achievement-related beliefs, values, and emotions all show predictable developmental patterns.

Based on Reeve (2015, pp. 191-202)

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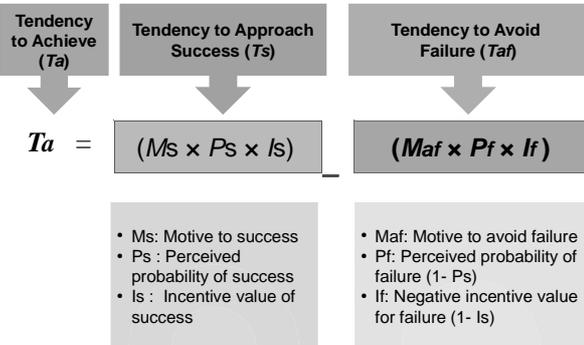
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## Atkinson's expectancy x value model of achievement behaviour



Based on Reeve (2015, pp. 192-194)

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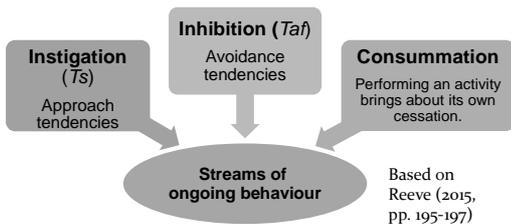
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## Dynamics-of-action model



Streams of behaviour for people high and low in Ms and Maf

1. Latency to begin an achievement depends on motive strength. (Ms vs. Maf)
2. Persistence on an achievement task depends on motive strength. (Ms vs. Maf)
3. Switching to a non-achievement task occurs with rising consumption.

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## Conditions that involve & satisfy the need for achievement



Based on Reeve (2015, pp. 197-198)

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## Affiliation and intimacy

Profile of high intimacy motivation

Category	Definition
<b>THOUGHTS</b>	<i>Of friends, of relationships</i>
<b>STORY THEMES</b>	<i>Relationships produce positive affect, reciprocal dialogue, expressions of relationship commitment and union, and expressions of interpersonal harmony</i>
<b>INTERACTION STYLE</b>	<i>Self-disclosure, Intense listening habits, Many conversations</i>
<b>AUTOBIOGRAPHY</b>	<i>Themes of love and dialogue are mentioned as personally significant life experiences</i>
<b>PEER RATING</b>	<i>Individual rated as warm, loving, sincere, nondominant.</i>
<b>MEMORY</b>	<i>Enhanced recall with stories involving themes of interpersonal interactions</i>

Based on Reeve (2015, Table 7.2, p. 199)

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## Conditions that involve affiliation and intimacy duality

### Fear and anxiety

- People desire to affiliate for emotional and support and to see how others handle fear and anxiety.

### Establishing interpersonal networks

- People with a high need for affiliation spend time interacting with others, join social groups, and establish stable and long-lasting relationships.

### Maintaining interpersonal networks

- People with high need for affiliation strive to maintain relationships.

Based on Reeve (2015, pp. 191-202)

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## Conditions that involve & satisfy the affiliation and intimacy needs

Based on  
Reeve (2015,  
pp. 200-202)

### Affiliation need

Deficiency-oriented  
motive

Deprivation from social  
interaction: Social  
isolation and fear

**Need-  
involving  
condition**

Social acceptance,  
approval, and  
reassurance

**Need-  
satisfying  
condition**

### Intimacy need

Growth-oriented  
motive

Interpersonal caring,  
warmth, and love

Relatedness within  
warm, close,  
reciprocal & enduring  
relationships

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## Power

The need to impact on others

Based on  
Reeve (2015,  
pp. 202-205)

### Conditions that involve and satisfy the need for power

- Leadership
- Aggressiveness
- Influential occupations
- Prestige possessions

### Power and goal pursuit

- Power increases approach tendencies.
- People high in the need for power more easily acquire the goals they seek.

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## Example of Power Motive: 1968 BBC Interview with Rupert Murdoch (6 mins)

<https://www.youtube.com/watch?v=wtcq8RDDPFU>



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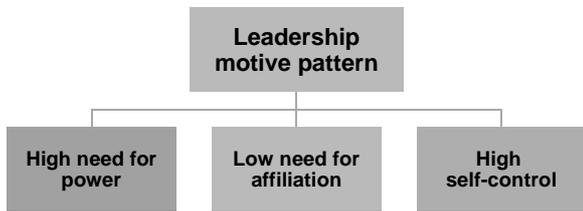
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## Leadership motive pattern

A special variant of the need for power is the leadership motive pattern.



Based on Reeve (2015, pp. 205-207)

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## Summary

**Implicit motives:** Enduring, unconscious needs that motivate striving for incentives which are learned or acquired through experience and socialisation:

- Achievement
- Affiliation
- Power

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## Next lecture

- Extrinsic motivation (Ch 5)
- Goal-setting Ch 8)

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## References

- Reeve, J. (2015). *Understanding motivation and emotion* (6th ed.). Hoboken, NJ: Wiley.

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## Open Office Impress

- This presentation was made using Open Office Impress.
- Free and open source software.
- <http://www.openoffice.org/product/impress.html>



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