Implicit motives

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Outline – Implicit motives

- Implicit needs
- Social needs
- 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?
- Summary

Implicit needs

Definition: Enduring, unconscious needs that motivate a person’s behavior toward attaining specific social incentives.

Examples:
- Achievement
- Affiliation
- Power

Primary social incentives

Social incentives activate each implicit motive’s emotional and behavior activation potential.

<table>
<thead>
<tr>
<th>Implicit motives</th>
<th>Social incentive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Doing something well to show personal competence</td>
</tr>
<tr>
<td>Affiliation</td>
<td>Opportunity to please others and gain their approval; involvement in warm and secure relationships</td>
</tr>
<tr>
<td>Power</td>
<td>Having impact on others</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, pp. 185-188)

Social needs

Definition: Acquired motivational processes that grow out of one’s socialisation history and that activate psychological need-relevant incentives.

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

Based on Reeve (2015, pp. 185-188)
Achievement

- Need for achievement:
  - Desire to do well relative to a standard of excellence
- Standard of excellence:
  - Any challenge 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

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.

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.

Atkinson’s expectancy x value model of achievement behaviour

\[
T_a = (M_s \times P_s \times I_s) / (M_f \times P_f \times I_f)
\]

- \(M_s\): Motive to success
- \(P_s\): Perceived probability of success
- \(I_s\): Incentive value of success
- \(M_f\): Motive to avoid failure
- \(P_f\): Perceived probability of failure (1 - \(P_s\))
- \(I_f\): Negative incentive value for failure (1 - \(I_s\))

Dynamics-of-action model

- Instigation (Ts): Approach tendencies
- Inhibition (Taf): Avoidance tendencies
- Consummation (Taf): Performing a behaviour - cessation
- Ongoing streams of behaviour

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

Conditions that involve & satisfy the need for achievement

- Moderately difficult tasks
- Competition
- Entrepreneurship
**Affiliation and intimacy**

Profile of high intimacy motivation

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoughts</td>
<td>Of friends, of relationships</td>
</tr>
<tr>
<td>Story Themes</td>
<td>Relationships produce positive affect, reciprocal dialogue, expressions of relationship, commitment and union, and expressions of interpersonal harmony</td>
</tr>
<tr>
<td>Interaction Style</td>
<td>Self-disclosure, intimate listening habits, Mary conservations</td>
</tr>
<tr>
<td>Autobiography</td>
<td>Themes of love and dialogue are mentioned as personally significant life experiences</td>
</tr>
<tr>
<td>Peer Rating</td>
<td>Individual rated as warm, loving, sincere, nondominant</td>
</tr>
<tr>
<td>Memory</td>
<td>Enhanced recall with stories involving themes of interpersonal interactions</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Affiliation need</th>
<th>Intimacy need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Deficiency-oriented motive</td>
<td>Growth-oriented motive</td>
</tr>
<tr>
<td>Need-involving condition</td>
<td>Deprivation from social interaction: Social isolation and fear</td>
<td>Interpersonal caring, warmth, and love</td>
</tr>
<tr>
<td>Need-satisfying condition</td>
<td>Social acceptance, approval, and reassurance</td>
<td>Relatedness within warm, close, reciprocal &amp; enduring relationships</td>
</tr>
</tbody>
</table>

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

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**Power**

The need to impact on others

- **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.

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

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**Example of Power Motive:** 1968 BBC Interview with Rupert Murdoch (1:55 of 6 mins)

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

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**Leadership motive pattern**

- A special variant of the need for power is the leadership motive pattern.
  - High need for power
  - Low need for affiliation
  - High self-control

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

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

- Achievement
- Affiliation
- Power

Next lecture

- Goal-setting and goal striving (Ch 08)

References

Goal-setting & goal-striving

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2018

Outline – Goal setting & goal striving

- Plans
  - Corrective motivation
  - Discrepancy
  - Affect and feelings
  - Two types of discrepancy
- Goal setting
  - Goal-performance discrepancy
  - Difficult, specific goals enhance performance
  - Feedback
  - Criticisms
  - Long-term goal setting
- Goal striving
  - Mental simulations
  - Implementation intentions
  - Goal disengagement
- Summary

Discrepancy between present and ideal states

Discrepancy reduction corresponds to plan-based corrective motivation.

Discrepancy reduction is reactive, deficiency overcoming, and revolves around a feedback system.

Discrepancy creation corresponds to goal-setting motivation.

Discrepancy creating is proactive, growth pursuing, and revolves around a "feed-forward" system.

The TOTE unit

The cognitive mechanism by which plans energise and direct behaviour towards an "ideal state".

TOTE model: Iterative progress towards a goal i.e., T-O-T-O-T-O-TO

Based on Reeve (2015, Figure 8.1, p. 216)

Two types of discrepancy

Based on Reeve (2015, pp. 218-219)

Based on Reeve (2015, pp. 213-238)
Affect and feelings

- Good progress → positive affect
- Poor progress → negative affect
- Affective responses provide informational feedback to guide corrective action and energise action.

Corrective motivation

Discrepancy between actual and ideal states does not automatically trigger action. Instead, discrepancy creates *corrective motivation*, i.e., desire to reduce the discrepancy by either:

Corrective motivation to reduce discrepancy between actual and ideal:
- Act to achieve ideal state
- Change and revise the goal

Goal setting

A goal is what an individual is trying to accomplish.

- **Standard**: a definition of adequate performance
  - Goals are reference points for guiding action so that one can evaluate the adequacy for one's performance.
  - Goals define the cross-over point between satisfaction and dissatisfaction.
- **Incentive**: a performance criterion for reinforcement
  - A target to aim for - usually with an external object to aim for such as money or a high grade.

Difficult and specific goals raise performance to remove goal-performance discrepancies

- **Energises and sustains behaviour**
  - Increases effort, person works harder
  - Increases persistence, person works longer
- **Directs behaviour**
  - Increases attention, person works with focus
  - Increases planning, person works smarter

Additional goal mechanisms

How do goals work to increase performance?

- Clarify performance expectations
- Counteract apathy, boredom
- Make feedback important: Without goals, performance can be emotionally unimportant
- Attainment can generate feelings of pride, satisfaction, or competence that the task itself cannot generate.

Locke & Latham’s Goal Setting Theory (1990)

"A Theory of Goal Setting and Task Performance" (seminal book):

- Clarity
- Challenge
- Commitment
- Feedback
- Complexity
Locke and Latham's Goal Setting Theory
Mind Tools
YouTube (1:50 mins)
https://www.youtube.com/watch?v=dWOt2HyjCno

Should I make my goals public?
- Common wisdom is that sharing goals helps people to achieve them because it creates social expectation.
- However, when you tell someone your goal, the mind is tricked into feeling that it's already done, and then you're less motivated to do the actual hard work.
- Therefore, if you're going to tell someone your goals, make sure to do so in such a way that you derive no satisfaction from doing so.
- Derek Sivers: Keep your goals to yourself (3:15 mins): http://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself

Feedback
- Along with goals, feedback is vital for goal attainment
- Provides knowledge of results and documents the performer's progress
- Defines performance against a standard
  - Above standard
  - At standard
  - Below standard
- Acts as a reinforcer or punisher
- Instructive to future goal setting efforts

Based on Reeve (2015, p. 225)

Effect-sizes from 500+ meta-analyses of various influences of school achievement

<table>
<thead>
<tr>
<th>Influence</th>
<th>No. of effects</th>
<th>Effect-Sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>139</td>
<td>1.13</td>
</tr>
<tr>
<td>Students' prior cognitive ability</td>
<td>896</td>
<td>1.04</td>
</tr>
<tr>
<td>Instructional quality</td>
<td>22</td>
<td>1.00</td>
</tr>
<tr>
<td>Instructional quantity</td>
<td>80</td>
<td>.84</td>
</tr>
<tr>
<td>Direct instruction</td>
<td>357</td>
<td>.84</td>
</tr>
<tr>
<td>Acceleration</td>
<td>78</td>
<td>.72</td>
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<tr>
<td>Home factors</td>
<td>728</td>
<td>.67</td>
</tr>
<tr>
<td>Remediation/feedback</td>
<td>146</td>
<td>.65</td>
</tr>
<tr>
<td>Students disposition to learn</td>
<td>93</td>
<td>.61</td>
</tr>
<tr>
<td>Class environment</td>
<td>921</td>
<td>.56</td>
</tr>
<tr>
<td>Challenges of Goals</td>
<td>2703</td>
<td>.52</td>
</tr>
<tr>
<td>Bilingual programs</td>
<td>285</td>
<td>.51</td>
</tr>
<tr>
<td>Peer tutoring</td>
<td>125</td>
<td>.50</td>
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<tr>
<td>Mastery learning</td>
<td>104</td>
<td>.50</td>
</tr>
<tr>
<td>Teacher in-service education</td>
<td>3912</td>
<td>.49</td>
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<tr>
<td>Parent involvement</td>
<td>329</td>
<td>.46</td>
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<tr>
<td>Homework</td>
<td>110</td>
<td>.43</td>
</tr>
<tr>
<td>Questioning</td>
<td>134</td>
<td>.41</td>
</tr>
</tbody>
</table>

OVERALL EFFECTS 900,000+ .40

Effective feedback
Effective feedback answers 3 questions:
- Where am I going? (goals) Feed Up
- How am I going? Feed Back
- What next? Feed Forward

Based on Hattie and Timperley (2007, Figure 1)

Feedback to enhance learning
Hattie & Timperley (2007)
- Feedback is the single most important predictor of achievement
- But feedback alone is not sufficient – effective instruction is also needed
- Feedback is powerful – but it can be helpful or harmful
Criticisms of goal setting

- Goal setting has advantages, but pitfalls include that:
  - Goal setting works best when tasks are relatively uninteresting and straightforward
  - Goal conflict, overload, and stress
  - Undermining of intrinsic motivation

Long-term goal setting

- For uninteresting tasks, short-term goals help to make them more interesting by creating extrinsic motivation.
- For interesting tasks, only long-term goals enhance intrinsic motivation. Short-term goals can be experienced as controlling distractions (undermining autonomy).

Problems with long-term goal setting

- Goal commitment is likely to decrease when:
  - LTG is uninteresting
  - Lack of immediate performance feedback
  - Prolonged, unreinforced performance
- Solution
  - Translate LTG into a series of short-term goals e.g.,
  - LTG: Become a psychologist
  - STG: Pass Exam X

Goal striving

Goal striving (effort, persistence, attention, strategic planning) is needed to translate goal setting into performance and goal attainment.

- Mental stimulation: Focus on visualising processes and actions required for success (rather than imagining what it would feel like to achieve the goal).
- Implementation intentions: Advanced planning for when, where, and how goal striving will be actioned. Addresses self-regulation requirements for:
  - Getting started
  - Staying on track
  - Resuming after interruption

Goal disengagement

- Goal disengagement is knowing when to stop and abandon a goal (e.g., if it is unattainable or a more important, incompatible goal is adopted).
- Ill-adviced goal striving can make the goal striver vulnerable to failure feedback and psychological distress.
- “When one door closes, another door opens; but we so often look so long and regretfully upon the closed door, that we do not see the ones which open for us”. - Alexander Bell

Want to Succeed? Don’t Set Goals, Set Systems

Adam Alter

Big Think (3:49 mins)

Summary

1. Ideal-actual discrepancies create corrective motivation → plan of action to remove discrepancy.
2. Specific, difficult, and self-congruent goals generally improve performance.
3. Feedback provides information about performance which generates negative or positive emotional motivational states accordingly.
4. Short-term goals provide rich feedback; long-term goals foster intrinsic motivation.
5. Implementation intentions help focus, start, continue, and resume: If (situational cue) → Then (goal striving action)
6. Goal disengagement is reduction or cessation of effort in the face of unattainable goals. Adaptive when it frees up resources to allocate to a different goal.

Next lecture

Mindsets
(Ch 09)

Personal control beliefs
(Ch 10)

The self & its strivings
(Ch 11)

References