

MOTIVATION & EMOTION

Implicit motives



Reading:
Reeve (2018)
Ch 7
(pp. 152–178)

James Neill
Discipline of Psychology
University of Canberra
2022

Image source

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Outline

- Explicit vs. implicit motives
- Achievement
- Affiliation
- Power

Based on Reeve (2018, p. 152)

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Explicit vs implicit motives

- **Explicit motives**
 - Conscious
 - Can self-report
- **Implicit motives**
 - Unconscious
 - Can't self-report

Based on Reeve (2018, p. 154)

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Implicit motives

- Enduring, unconscious needs that motivate behaviour toward specific social incentives.
- Socialised through culture, family, social context etc.
- Presence can be inferred from a person's characteristic thought, emotion, and behaviour.
- Can be thought of as "social needs".

Based on Reeve (2018, p. 154)

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Implicit motives

- **Achievement**
Doing something well to show personal competence
- **Affiliation**
Pleasing others to gain their approval
- **Power**
Having impact on others

Based on Reeve (2018, pp. 154–157)

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What does a person with a specific social incentive "need"?

- "Needs" to experience a particular pattern of affect or emotion:
- **Achievement** = interest, enthusiasm, joy, and pride while engaging in a challenging task.
- **Affiliation** = positive affect and emotions while engaging in social relations.
- **Power** = positive affect and emotions when given an opportunity for social impact.

Based on Reeve (2018, p. 158)

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David McClelland and Three Motivational Needs Mike Clayton

Management Courses (8:12 mins)

<https://www.youtube.com/watch?v=jxNtGE3gPcA>



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What is your motivational profile?

Once you've watched the video,
respond to this 3-question survey:

<https://forms.gle/4wMH8nwf9JyiCosJ7>

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Implicit motives

- People often don't know what makes them happy because their implicit motives are unconscious.
 - What experiences make you feel strong, fulfilled, happy, and satisfied?
 - your implicit motivation profile
 - What experiences make another person show strong positive emotions?
 - their implicit motivation profile
- Use this knowledge to understand yourself and others.

Based on Reeve (2018, p. 158)

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Where do implicit motives come from?

- Dormant until encountering need-satisfying incentives that activate positive emotionality.
- People learn to anticipate social incentives. If a situation creates:
 - positive emotions (e.g., interest, joy, pride) then it leads to an emotion-based preference for similar situations.
 - negative emotions (e.g., anxiety, shame) then no emotion-based preference for similar situations develops.
- People gravitate toward environments (e.g., relationships, jobs, groups, recreations) that activate and satisfy their implicit motives.
- Anticipation of positive emotion from an experience/situation creates the implicit motive.

Based on Reeve (2018, pp. 157–158)

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Need for achievement

Desire to do well relative to
a standard of excellence

Standard of excellence: A challenge to personal competency that ends with an objective outcome e.g., success vs. failure, win vs. lose, or right vs. wrong.

Who exemplifies this need?

Based on Reeve (2018, p. 159)

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Satisfying pattern of positive emotion/affect experienced by a person with a high need for achievement

Feel:

- excited and energised by standards of excellence and when evaluating one's performance against personal standards
- interest, joy, arousal, excitement, and a sense of opportunity when given a difficult challenge that offers immediate diagnostic feedback about performance
- happy when pursuing goals such as winning, diagnosing personal competence, and improving the self

Based on Reeve (2018, pp. 158)

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High vs. low-need achiever

- High need for achievement
 - ↑ approach-oriented emotion
 - ↓ avoidance-oriented emotion
- Low need for achievement
 - ↓ approach-oriented emotion
 - ↑ avoidance-oriented emotion
- Leads to behavioural differences in choice, latency, effort, persistence, and willingness to take responsibility for successes and failures

Based on Reeve (2018, p. 159)

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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.

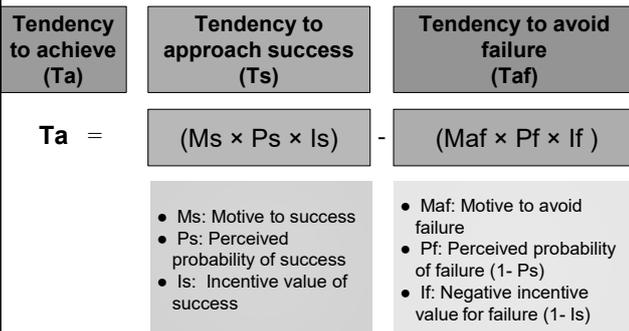
Passive approach
Avoidance behaviors and a desire to protect the self from embarrassment.

Based on Reeve (2018, Based on Figure 7.1, p. 160)

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Atkinson's expectancy x value model of achievement behaviour

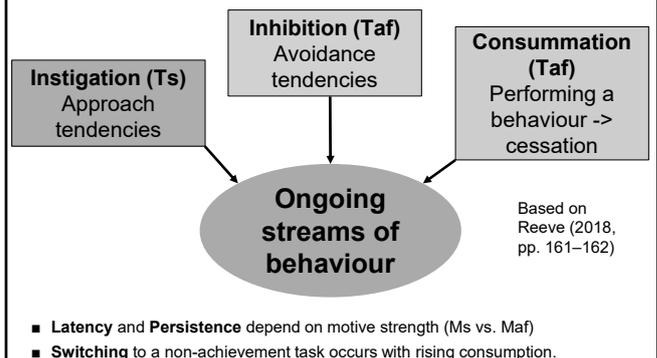


Based on Reeve (2018, pp. 161–162)

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Dynamics-of-action model



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Origins of the need for achievement

■ Socialisation:

- Independence training
- High performance aspirations
- Realistic and explicit standards of excellence
- High ability self-concepts
- Valuing of achievement-related pursuits
- Wide scope of experiences such as travelling
- Exposure to children's reading rich in achievement imagery
- etc.

Based on Reeve (2018, p. 160)

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Origins of the need for achievement

■ Developmental:

- Achievement-related beliefs, values, and emotions show predictable developmental patterns
- Pride following success experiences fuels high achievement strivings
- Shame following failure experiences fuels low achievement strivings.

Based on Reeve (2018, p. 160)

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Conditions that involve & satisfy the need for achievement

- Moderately difficult tasks
- Competition
- Entrepreneurship

Based on Reeve (2018, pp. 165–166) **19**

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Affiliation

Need for approval, acceptance, and security in interpersonal relations

Manifests as **dual motives** for:

- affiliation (deficiency-oriented)
- intimacy (growth-oriented)

Who exemplifies this need?

Based on Reeve (2018, p. 166) **20**

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Satisfying pattern of positive emotion/affect experienced by a person with a high need for affiliation

Feel:

- calmness accompanied by warm, positive affect in situations that offer comfort and interpersonal security
- happy when pursuing activities such as relaxing with a close friend, cuddling, etc.
- experience satisfying joy when in close contact with others and when forming and maintaining positive personal relationships.

Based on Reeve (2018, p. 158) **21**

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High affiliation motivational profile

- **Fear and anxiety:**
 - Desire to affiliate for emotional support and to see how others handle fear and anxiety
- **Establishing interpersonal networks:**
 - Spend time interacting with others, join social groups, and establish stable and long-lasting relationships
- **Maintaining interpersonal networks:**
 - Striving to maintain relationships

Based on Reeve (2018, pp. 167–168) **22**

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Conditions that involve & satisfy affiliation and intimacy needs

Condition	Affiliation need Deficiency-oriented motive	Intimacy need Growth-oriented motive
Need-involving condition	Avoiding social deprivation, isolation, and fear	Interpersonal caring, warmth, and love
Need-satisfying condition	Social acceptance, approval, and reassurance	Relatedness within warm, close, reciprocal & enduring relationships

Based on Reeve (2018, pp. 167–168) **23**

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High intimacy motivational profile

- **Thoughts:** Of friends and relationships.
- **Story themes:** Relationships produce positive affect, reciprocal dialogue, and expressions of commitment, union, and interpersonal harmony
- **Interaction style:** Self-disclosure; intense listening habits; many conversations.
- **Autobiography:** Themes of love and dialogue are mentioned as personally significant life experiences.
- **Peer rating:** Rated as warm, loving, sincere, nondominant.
- **Memory:** Enhanced recall with stories involving themes of interpersonal interactions

Based on Reeve (2018, Table 7.2, p. 166) **24**

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Power

Need to have impact, control, and/or influence over others.

Power strivings often centre on a need for dominance, reputation, status, or position.

Who exemplifies this need?

Based on Reeve (2018, p. 169)

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Satisfying pattern of positive emotion/affect experienced by a person with a high need for power

Feel:

- strong, sharp arousal spikes that generate epinephrine, testosterone, and increased blood pressure and muscle tone.
- happy when pursuing adventurous/risky activities (e.g., roller coaster, public speaking).
- empowered when exercising social influence, attaining high social status, in a leadership position, and when dominating and directing others.

Based on Reeve (2018, pp. 158)

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Conditions that involve and satisfy the need for power

- Leadership
- Relationships
- Drinking alcohol
- Aggression
- Influential occupations
- Prestige possessions

Based on Reeve (2018, pp. 169–170)

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Power and goal pursuit

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

Based on Reeve (2018, pp. 169–170)

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Implicit need for power

- Pros: Increased goal pursuit:
 - Laser-like focus on goals
 - Increased approach tendencies
- Cons: Decreased perspective taking
 - Lack of empathy
 - Tendency to relate to others as a means to an end

Based on Reeve (2018, pp. 172–173)

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Leadership motive pattern

A variation on the need for power:

Traditional leadership

- ↑ Power
- ↓ Affiliation
- ↑ Self-control

Compassionate leadership

- ↑ Power
- ↑ Affiliation
- ↑ Self-control

Based on Reeve (2018, pp. 172–173)

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Summary

- Implicit motives are enduring, unconscious needs that motivate striving for incentives which are learned or acquired through experience and socialisation:
 - Achievement
 - Affiliation and intimacy
 - Power

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References

- Reeve, J. (2018). *Understanding motivation and emotion* (7th ed.). Hoboken, NJ: Wiley.

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MOTIVATION & EMOTION

Goal-setting & goal-striving



Reading:
Reeve (2018)
Ch 8
(pp. 179–201)

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Image source
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Cognitively-based springs to action

<p>Goals Ch 8</p> <ul style="list-style-type: none"> • Plans • Goals • Implementation Intentions 	<p>Mindsets Ch 9</p> <ul style="list-style-type: none"> • Deliberative vs. Implementation • Promotion vs. Prevention • Growth vs. Fixed • Dissonance 	<p>Personal Control Ch 10</p> <ul style="list-style-type: none"> • Self-Efficacy • Perceived Control • Mastery Beliefs • Attributions • Expectancy • Value 	<p>Self Ch 11</p> <ul style="list-style-type: none"> • Self-Concept • Possible Selves • Identity • Self-Regulation • Self-Control
This lecture	Next lecture: Lecture 06		

Based on Reeve (2018, pp.180–181)

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Outline

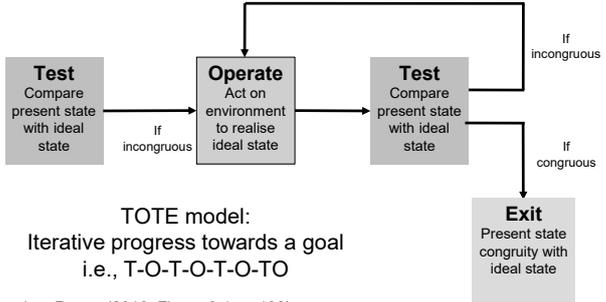
- Corrective motivation
- Goal setting
- Goal striving

Based on Reeve (2018, p. 179) **3**

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Test - Operate - Test - Exit

A 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

Based on Reeve (2018, Figure 8.1, p. 182) **4**

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Discrepancy

How one's life is going

↓

Present state

How one wishes life was going

↓

Ideal state

Discrepancy
= present state falls short of the ideal state

It is the *discrepancy*, rather the *ideal* state per se, which creates a sense of wanting to change (motivation).

Based on Reeve (2018, pp. 183–184) **5**

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Corrective motivation

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

Acting to achieve ideal state

or

Revising the goal

Based on Reeve (2018, p. 183) **6**

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Affective feedback

Affective responses provide feedback to guide and energise action:

- Satisfactory progress → hope, excitement, enthusiasm
- Better than expected progress → joy
- Poor progress → frustration, discouragement, sadness, depression

Based on Reeve (2018, p. 184)

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Changing discrepancy

Discrepancy reduction
discrepancy feedback →
corrective motivation

- revolves around “feed-back” system
- underlies plan-based corrective motivation
- reactive, overcomes deficiency

Discrepancy creation
sets a future, higher goal

- revolves around “feed-forward” system
- underlies goal-setting motivation
- proactive, growth pursuing

Based on Reeve (2018, p. 185)

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Goal

- What an individual is striving to accomplish.
- Future-focused cognitive representation of a desired end-state that guides behaviour.

Based on Reeve (2018, p. 186)

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Goal setting

- **Standard:** 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:** performance criterion for reinforcement
 - A target to aim for - usually an external object to aim for such as money or a high grade.

Based on Reeve (2018, p. 186)

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Goal mechanisms

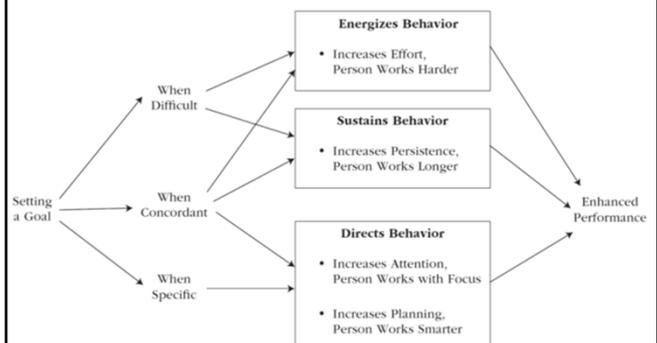
- **Difficulty:** How hard the goal is to accomplish
- **Specificity:** How clearly the goal informs the person precisely what to do.
- **Congruence:** How fully endorsed, authentic, and whole-heartedly accepted, embraced, and owned by the self.

Based on Reeve (2018, pp. 186–187)

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Difficult, specific, and concordant goals raise performance



Based on Reeve (2018, Figure 8.2, p. 188)

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Feedback

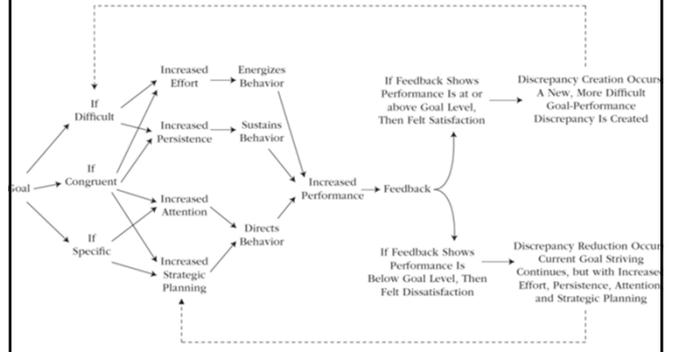
- Vital for goal attainment
- Documents progress:
 - Above standard
 - At standard
 - Below standard
- Acts as a reinforcer or punisher

Based on Reeve (2018, pp. 189–190)

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Summary of the goal setting process



Based on Reeve (2018, Figure 8.3, p. 190)

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Long-term goals

- Long periods during which performance goes unreinforced → ↓ goal commitment, esp. if goal is uninteresting
- Solution: Translate LTG into a series of short-term goals e.g.,
 - LTG: Become a psychologist
 - STG: Pass Exam X

Based on Reeve (2018, pp. 190–192)

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Goal sources



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Locke and Latham's Goal Setting Theory Mind Tools

YouTube (1:35 mins)

<https://www.youtube.com/embed/dWOt2HyjCno?start=6&end=95>



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Goal pursuit process

- Set the goal
- Plan how to attain the goal
- Get started
- Persist
- Finish

Based on Reeve (2018, pp. 194–196)

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Goal setting

- Identify objective to be accomplished
- Determine goal difficulty
- Clarify goal specificity
- Ask why you are pursuing this goal (clarify goal-self concordance)
- Specify how and when performance will be assessed

Based on Reeve (2018, pp. 194–196) **19**

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Goal striving

- Identify goal-attainment strategies
- Create “if-then” implementation intentions
- Make performance feedback available

Based on Reeve (2018, pp. 194–196) **20**

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Implementation intentions

- “If-then” plans specify the goal striving process. Decides when, where, and how goal-striving is to occur.
- *If X, then Y*. Decide in advance that when X happens, then I will automatically do Y.
- Implementation intentions close the door on volitional problems such as “Should I do it?” “Do I feel like it?” “Maybe I should do something else?”
- Important that goal striving happen without deliberation or decision-making.

Based on Reeve (2018, pp. 194–196) **21**

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Implementation intentions

- **Goal intention:** Set the goal.
I intend to X.
- **Implementation intention:** Strive to accomplish that goal.
I intend to practice at this time, in this place, and by doing this.
- **Examples:**
 - “At 2:00 pm, I will _____.”
 - “When I stand up to give a presentation, I will say to myself “I can do it.”

Based on Reeve (2018, pp. 194–196) **22**

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Implementation intentions

- Getting started, despite daily distraction
- Persisting, in spite of difficulties and setback
- Resuming once an interruption occurs

Based on Reeve (2018, pp. 197–198) **23**

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Implementation intentions

- Goal striving can become a habit. But when it is not part of one’s routine, it is easy for forget to take action.
- Implementation intentions guide goal striving actions by helping to avoid short-term temptations and focusing on achievement of longer-term goals.
- Implementations intentions get ahead of the short- vs. long-term motivational conflict by making acting for long-term benefits more automatic.

Based on Reeve (2018, pp. 197–198) **24**

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Getting started

- Latency to getting started is vital to goal pursuit.
- How getting started be made easier?
- Use implementation intentions: e.g.,
 - If it is Sunday morning, I will go to the gym
 - If I see an escalator or lift, I will take the stairs
 - If get an assignment, I will schedule a planning session in my calendar

Based on Reeve (2018, pp. 197–198) **25**

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Staying on track

- During goal striving, we encounter difficult circumstances, distractions, and demands.
- Implementation intentions help to shield goal striving from potential derailment e.g.,
 - “If someone has the TV on, I will walk past and ignore it.”
 - “If I receive a notification in the next hour, I will ignore it and switch my phone to silent.”
- Implementation intentions create a closed-mindedness that narrows one’s field of attention to include goal-directed action and to exclude distractions.

Based on Reeve (2018, pp. 197–198) **26**

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Resuming after interruption

- Sometimes we get interrupted and lose momentum.
- To prevent this from derailing one’s goal pursuit, use implementation intentions to get back on track e.g.,
 - “If a friend drops by for a chat, after they leave, I will immediately get back to my work.”
 - “If I am feeling sick or injured, I will go for a walk instead of a run.”

Based on Reeve (2018, pp. 197–198) **27**

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Based on Reeve (2018, pp. 197–198) **28**

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Sequential goal setting process

- Specify the objective
- Check/facilitate goal acceptance (congruence)
- Define goal difficulty and specificity
- Determine how and when performance will be assessed performance
- Develop goal attainment strategies
- Create implementation intentions
- Obtain and use performance feedback

Based on Reeve (2018, pp. 197–198) **29**

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Steps in an effective goal setting program

Steps in Goal Setting	Classroom Example
<ul style="list-style-type: none"> • Specify the objective to be accomplished. • Facilitate self-concordance. • Define goal difficulty. • Define goal specificity. • Specify time span until performance will be assessed. • Discuss goal attainment strategies. • Create implementation intentions. • Provide performance feedback. 	<ul style="list-style-type: none"> • Today in our biology class, we are going to learn the parts of the cell. • To appreciate how important the cell is, let’s watch this videotape. • Try to learn all 8 parts, not some; all 8 parts. • Be able to locate, spell, and pronounce each part. • Next Monday, we will have a test to see how many parts you know. • You might make your own drawings, or look at those in the text, or work with a partner and quiz each other. • Today (Thursday), use your time to learn 4 parts; tomorrow learn the other 4. • In 30 minutes, I’ll hand out a practice quiz that you can use to test your progress.

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Failed goal pursuit

- Was the goal:
 - Difficult?
 - Specific?
 - Self-concordant?
- Was there failure to act? Why?

Based on Reeve (2018, pp. 194–196) **31**

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Goal disengagement

- Know when to stop and abandon a goal (e.g., if it is unattainable or a more important, incompatible goal is adopted).
- Poor goal choice can make the goal striver vulnerable to failure feedback and psychological distress.
- Adaptive when it frees up resources to allocate to a different goal: Closing one door, allows another door to open.

Based on Reeve (2018, pp.198–199) **32**

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Dangers and pitfalls of goal setting

- Stress
- Potential for failure
- Non-goal areas ignored
- Short-range thinking
- Cheating
- Undermine intrinsic motivation

Based on Reeve (2018, p. 190)

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Summary

- Ideal-actual discrepancies create corrective motivation → plan of action (to remove discrepancy).
- Specific, difficult, and self-congruent goals generally improve performance.
- Feedback about performance generates -ve or +ve emotional motivational states.
- Short-term goals provide rich feedback; long-term goals foster intrinsic motivation.
- Implementation intentions help focus, start, continue, and resume:
If (situational cue) → Then (goal striving action)
- Goal disengagement reduces or ceases effort in the face of unattainable goals.

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References

- Reeve, J. (2018). *Understanding motivation and emotion* (7th ed.). Hoboken, NJ: Wiley.

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