Interventions

Reading:
Reeve (2018)
Ch 17
(pp. 423–437)

James Neill
Discipline of Psychology
University of Canberra
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Outline

- Interventions
- Applying motivation and emotion principles
- Example interventions
- Wisdom gained

Interventions

- **Goal**: To develop motivational and emotional resources which promote life outcomes that people care about
- **Method**: Implement a step-by-step plan to alter existing conditions e.g.,:
  - environment
  - relationships
  - motivation and emotion

Based on Reeve (2018, p. 423)

Based on Reeve (2018, p. 424)
Examples of brief experimental manipulations

<table>
<thead>
<tr>
<th>Ch</th>
<th>Motivation/Emotion</th>
<th>Experimental manipulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Trust</td>
<td>Squirt of oxytocin hormone via nasal spray</td>
</tr>
<tr>
<td>4</td>
<td>Sexual attraction</td>
<td>Facial metrics: Large eyes, small nose, small chin</td>
</tr>
<tr>
<td>5</td>
<td>Extrinsic motivation</td>
<td>Offering a scholarship for making high grades</td>
</tr>
<tr>
<td>6</td>
<td>Autonomy</td>
<td>Opportunity for self-direction in pursuit of a personal goal</td>
</tr>
<tr>
<td>7</td>
<td>Power</td>
<td>Election into a position of leadership</td>
</tr>
<tr>
<td>8</td>
<td>Dissimilarity</td>
<td>Goal to strive for</td>
</tr>
<tr>
<td>9</td>
<td>Growth mindset</td>
<td>Einstein worked hard to become smart</td>
</tr>
<tr>
<td>10</td>
<td>Self-efficacy</td>
<td>Exposure to a highly competent role model</td>
</tr>
<tr>
<td>11</td>
<td>Self-control depletion</td>
<td>Resisting an attractive temptation for 5 minutes</td>
</tr>
<tr>
<td>12</td>
<td>Positive affect</td>
<td>Receiving a small, unexpected gift</td>
</tr>
<tr>
<td>13</td>
<td>Sadness</td>
<td>Viewing a film about a son at his Dad's funeral</td>
</tr>
<tr>
<td>14</td>
<td>Embarrassment</td>
<td>Committing a social blunder in front of an audience</td>
</tr>
<tr>
<td>15</td>
<td>Incongruence</td>
<td>Parental negative conditional regard</td>
</tr>
<tr>
<td>16</td>
<td>Obsession</td>
<td>Keep a secret from the person you are talking to</td>
</tr>
</tbody>
</table>

Based on Reeve (2018, Table 17.1, p. 423)

Applying motivation and emotion principles

**Explain:**
Why do people do what they do?
Have an empirically validated theory to explain motivational phenomenon.

**Predict:**
How will changes in conditions affect motivation and emotion?
Be able to predict the rise and fall of motivational and emotional states.

**Intervene:**
Apply psychological principles to solve practical problems
Find workable solutions to real-world motivational and emotional problems.

Based on Reeve (2018, p. 424)

Framework for understanding and studying motivation

<table>
<thead>
<tr>
<th>Antecedent conditions</th>
<th>Motive status</th>
<th>Energising, directing, and sustaining</th>
<th>Changes in life outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental events</td>
<td>Needs</td>
<td>Behavior</td>
<td>Performance</td>
</tr>
<tr>
<td>Social contexts</td>
<td>Cognitions</td>
<td>Engagement</td>
<td>Achievement</td>
</tr>
<tr>
<td></td>
<td>Emotions</td>
<td>Brain activity</td>
<td>Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psycho-physiology</td>
<td>Adjustment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-report</td>
<td>Skill, talent</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Well-being</td>
</tr>
</tbody>
</table>

Based on Reeve (2018, Figure 1.4)
Explaining motivation

- All behaviour is motivated.
- Use mini-theories to explain specific behaviours e.g., Why
  - procrastinate?
  - take risks?
  - be fearful of taking action?

**Example mini-theories**

<table>
<thead>
<tr>
<th>Achievement goals</th>
<th>Ego development</th>
<th>Positive affect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arousal</td>
<td>Expectancy x Value</td>
<td>Psychodynamics</td>
</tr>
<tr>
<td>Attribution</td>
<td>Facial feedback</td>
<td>Resistance</td>
</tr>
<tr>
<td>Breakdown-and-build</td>
<td>Goal setting</td>
<td>Self-actualisation</td>
</tr>
<tr>
<td>Cognitive dissonance</td>
<td>Implicit motives</td>
<td>Self-concordance</td>
</tr>
<tr>
<td>Choice</td>
<td>Learned helplessness</td>
<td>Self-determination</td>
</tr>
<tr>
<td>Effectance motivation</td>
<td>Affiliates</td>
<td>Self-efficacy</td>
</tr>
<tr>
<td>Ego depletion</td>
<td>Positive affect</td>
<td>Stress and coping</td>
</tr>
</tbody>
</table>

Based on Reeve (2018, p. 424)

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Predicting motivation & emotion

- Using theory, predict changes in people’s motivation and emotion before they occur, based on antecedent circumstances.

Based on Reeve (2018, pp. 424–425)

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Example conditions

- 24 hours of deprivation from food and people
- Threatening (angry) face
- Smelling rotting food
- Expecting a tangible reward (e.g., money)
- Observing a competent role model
- Unresponsive, uncontrollable environment
- Autonomy-supportive teacher
- Obstacle to one’s goal
- Failure in front of others at an easy task

Based on Reeve (2018, pp. 424–425)
### Solving motivational and emotional problems

#### Two basic strategies

<table>
<thead>
<tr>
<th>Promote</th>
<th>Overcome</th>
</tr>
</thead>
</table>
| Accentuate what is working  
- Amplify strengths  
- Improve functioning | Fix what isn't working  
- Repair weaknesses  
- Overcome pathology |

Based on Reeve (2018, pp. 425–426)

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### Solving motivational & emotional problems

**Promote**
- Resilient self-efficacy
- Autonomy need satisfaction
- Flow experience
- Organismic valuing process
- Difficult, specific, self-congruent goals
- Mastery goals
- Ego development
- Joy
- Gratitude

**Overcome**
- Learned helplessness
- Hidden costs of reward
- Fixed mindset
- Depleted self-control
- Pessimistic explanatory style
- Immature defense mechanisms
- Hubristic pride
- Malicious envy

Based on Reeve (2018, pp. 425–426)

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### Practice problems

**Explain → Predict → Apply**
- Child not wanting to brush teeth
- Sales employee quota
- Elite athlete performance
- Weight loss
- Study motivation

Based on Reeve (2018, p. 426)
Child not wanting to brush teeth

**Explain:**
- Distractions: More attractive alternatives
- Activity viewed as unenjoyable; no immediate reward
- Activity viewed as unimportant (low value)
- Lack of intrinsic motivation or identified regulation for brushing

Based on Reeve (2018, p. 426)

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Child not wanting to brush teeth

**Predict:**
- Lack of intrinsic motivation means that brushing will be rare, avoided, procrastinated, and low quality
- Changes in the environment and relationships could support greater enjoyment, higher internalised valuing, and sense of achievement

Based on Reeve (2018, p. 426)

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Child not wanting to brush teeth

**Intervention:**
- Reduce alternative distractions
- Autonomy-supportive style
- Ask why brushing has personal utility; provide explanatory rationale
- Make it more fun
- Create sense of achievement (e.g., goal-setting and tracking)

Based on Reeve (2018, p. 426)
Intervention 1: Autonomy supportive intervention program

An autonomy supportive intervention which helped teachers to develop a motivating style that supports high school students' psychological needs improved students' classroom engagement.

Cheon et al. (2012)

Based on Reeve (2018, pp. 428–429)

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Intervention 1:

**Autonomy supportive intervention program**

1. Teachers learnt about motivating style, benefits of autonomy support, and costs of control (3 hrs)
2. Teachers watch videos of 6 autonomy-supportive instructional strategies so they can enact them during their classroom instruction (2 hrs)
3. Teachers engaged in group discussion to exchange ideas about autonomy-supportive teaching (3 hrs)

Based on Reeve (2018, Figure 17.1, p. 429)

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**Autonomy supportive intervention program**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>(n = 21)</td>
<td>(10 teachers)</td>
</tr>
<tr>
<td>Students</td>
<td>(n = 1,158)</td>
<td>(10 teachers)</td>
</tr>
</tbody>
</table>

**Outcomes**

- Autonomy support (by teachers)
- Autonomy need satisfaction (students)
- Classroom engagement (students)
- No change

Based on Reeve (2018, pp. 428–429)
Based on Reeve (2018, pp. 429–434)

**Intervention 2:**

**Growth mindset workshops**

A positive education intervention program to help Year 9 and 10 students adopt a growth mindset lead to a decrease in aggressive behaviour and increase in prosocial behaviour.

- Yeager et al. (2013)

**Growth mindset intervention**

6 x 50 minute positive education classes:

1. Neurons & how brain changes with learning
2. People have the capacity to change
3. Habits and personalities live in brains, and brains can change
4. Changing personality is hard, takes a long time, and requires help, but is possible
5. Thoughts and feelings can also change
6. Activities about peer conflict and aggression

Based on Reeve (2018, Figure 17.3, p. 431)

**Growth mindset workshop**

**Participants**

Students 
(N = 111)

**Experimental group**

(3 classes)

(3 week intervention)

**Outcomes**

↑ Growth mindset

↑ Prosocial behaviour

(following peer provocation)

↓ Aggressive behaviour

(following peer provocation)

**Control group**

(3 classes)

**Outcomes**

= No change

Based on Reeve (2018, pp. 429–434)
Intervention 3: Promoting emotion knowledge

An emotional literacy intervention in US at-risk preschools improved children’s emotion knowledge, promoted positive emotion, and decreased negative emotion. - Izard et al. (2008)

Emotional literacy intervention

1. Teachers trained in how to administer an emotions course (2 hours)
2. Teachers observed by researchers who also provided 1-on-1 consultations (fortnightly over 20 weeks)
3. Parents met with researchers to discuss the emotions course (monthly over 20 weeks)

Intervention to promote emotion knowledge

<table>
<thead>
<tr>
<th>Participants</th>
<th>Experimental group (15 teachers) Emotional literacy intervention</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children</td>
<td></td>
<td>↑ Emotion knowledge</td>
</tr>
<tr>
<td>(n = 117)</td>
<td></td>
<td>↑ Expression of positive emotions</td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td>↓ Negative emotion</td>
</tr>
<tr>
<td>(n = 26)</td>
<td></td>
<td>= No change</td>
</tr>
</tbody>
</table>

- Izard et al. (2008)
Summary

- Interventions can be small or large, target individuals or groups
- Seek to explain current situation, based on antecedent conditions
- Then predict what will occur based on status quo or if circumstances change
- Intervene by taking action, aiming to alter the environment, relationships, and/or motivation and emotion, rather than trying to change performance outcomes per se
- Review, seek feedback, revise, adjust etc..

Based on Reeve (2018, pp. 423–436)

References

Outline – Review

1. Learning outcomes & grad attributes
2. Nuggets of truth / Wisdom gained
3. Review of key content (Ch 1–17)
4. Feedback

Learning outcomes

1. Identify the major principles of motivation and emotion;
2. Integrate theories and current research towards explaining the role of motivation and emotions in human behaviour; and
3. Critically apply knowledge of motivation or emotion to an in-depth understanding of a specific topic in this field.
Graduate attributes

- Professional
- Global citizen
- Lifelong learner

Example skills

- Able to apply psychological knowledge about motivation and emotion to address real world problems.
- Can effectively communicate and collaborate using interactive, online platforms.
- Confident and flexible user of technology to engage in new ideas

Nuggets of truth

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Image source: https://commons.wikimedia.org/wiki/File:Treasurchest.svg
Image source: https://commons.wikimedia.org/wiki/File:Pearl_1.svg
Image source: https://commons.wikimedia.org/wiki/File:Treasurechest.jpg
Wisdom gained

1. **Motivation** = behavioural energy, direction, and persistence
2. **What we don't know** about motivation and emotion exceeds what we do know.
3. The **brain** is as much about motivation and emotion as it is about cognition and thinking.
4. We underestimate how powerful a motivational force **biological urges** can be when not experiencing them.

Based on Reeve (2018, pp. 436–437)

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Wisdom gained

5. **Quality** of motivation (intrinsic vs. extrinsic motivation) is important.
6. To flourish, motivation needs supportive conditions, especially **supportive relationships**.
7. **Implicit** (unconscious) **motives** predict better than explicit (conscious) motives.
8. We do our best when we have a specific plan of action to pursue a **difficult, specific and self-congruent goal**.

Based on Reeve (2018, pp. 436–437)
9. People with different mindsets pursue goals in different ways.

10. The core self-efficacy beliefs of “I can do it” and “it will work” underlie competent functioning.

11. Exert self-control over short-term urges to effectively pursue long-term goals.

12. All emotions are good because they serve a functional purpose.

13. Other people are the source of most of our emotions.

14. The more sophisticated our emotional repertoire, the more likely we are to have the right emotions in every situation.

15. Encouraging growth is more productive than trying to cure weakness.

16. Motivation often arises from outside of conscious awareness.

17. There is nothing so practical as a good theory.

Based on Reeve (2018, pp. 436–437)

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Reading:
Reeve (2018)
Chs 1–17
Chapter 1: Introduction

Motivation = behavioural energy, direction, and persistence

Etymology

"motivation" and "emotion" have a common root in the Latin verb: movere (to move)

Motivation = Energy + Direction + Persistence

- Energy (Strength): Behaviour strength, intensity, resilience
- Direction (Purpose): Behaviour aimed to achieve particular purposes or outcome
- Persistence (Endurance): Behaviour sustained over time and place.

Based on Reeve (2018)
Framework for understanding and studying motivation

Based on Reeve (2018, Figure 1.4)

Chapter 2: Motivation in historical perspective

What we don't know about motivation and emotion exceeds what we do know.

Summary:

- Grand theories gave rise to mini-theories
- Motivation study dates to Ancient Greeks.
- Mind-body dualism lead to grand theories about Will, Instinct, and Drive.
- Grand theory limitations lead to their decline and gave rise to mini-theories focused on specific phenomena.
- Contemporary perspectives emphasise the active role of the person, cognition, and applied, social relevance.
- Emotion study paralleled and complemented motivation study but remains a young, incoherent, and largely pre-paradigmatic field.
Relationship of motivation study to areas of psychology specialisation

Based on Reeve (2018, Ch 2, Figure 2.3, p. 36)

Chapter 3: The motivated and emotional brain

The brain is as much about motivation and emotion as it is about cognition and thinking.

Motivated & emotional brain

The brain is not only for thinking, it is also for feeling – it is the centre of motivation and emotion.
Summary

- **Brain structures**
  - subcortical (emotion; unconscious)
  - cortical (awareness; goals)
  - left and right PFC = approach and avoid

- **Hormones**
  - cortisol for stress
  - oxytocin for bonding
  - testosterone for mating and dominance

- **Neurotransmitters**
  - dopamine for reward
  - serotonin for mood
  - norepinephrine for arousal
  - endorphin for pain

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Chapter 4: Physiological needs

We underestimate how powerful a motivational force **biological urges** can be when not experiencing them.

Need: Internal conditions that are essential and necessary for life, growth, and well-being.

When needs are:

- nurtured and satisfied, well-being is maintained and enhanced.
- neglected or frustrated, damage disrupts biological or psychological well-being.

Based on Reeve (2018, p. 72)

Motivational states provide the impetus to act before damage occurs to bodily and psychological well-being.
Chapter 5:
Extrinsic motivation and internalisation

Quality of motivation (intrinsic vs. extrinsic) is important.

Extrinsic motivation
Environmental reason to engage in an action or activity.

“Do this in order to get that”.

requested behaviour extrinsic incentive or consequence

“What’s in it for me?”
(gaining reward or avoiding punishment)
Intrinsic motivation

Inherent desire to engage one’s interests and to exercise and develop one’s capacities.

“I am doing this because it is …”

engaging in activity interesting, fun, enjoyable, satisfies psychological needs (autonomy, competence, relatedness)

“I just love it!”
(reward is the journey - enjoyment of the process)

Origins of intrinsic motivation

Taxonomy of motivation

Based on Reeve (2018, Figure 5.2, p. 107)

Based on Reeve (2018, Figure 5.4, p. 114)
Reasons not to use extrinsic motivation

- Undermines quality of performance and interferes with the process of learning.
- Ask the harder question: why is someone being asked to do an uninteresting task in the first place?
- There are better ways to encourage participation than bribery.
- Undermines long-term capacity for autonomous self-regulation.

Based on Reeve (2018, p. 112)

Chapter 6: Psychological needs

To flourish, motivation needs supportive conditions, especially **supportive relationships**.

Psychological needs

- Autonomy
- Competence
- Relatedness

Based on Reeve (2018, Ch. 6)
Ways of supporting autonomy

- Nurture inner motivational resources
- Provide explanatory rationales
- Listen empathically
- Use informational language
- Display patience
- Acknowledge & accept displays of negative affect

Based on Reeve (2018, pp. 128-134)

Involving competence

Key environmental conditions

- **Optimal challenge and flow**
  - State of concentration that involves holistic absorption in an activity

- **Structure**
  - Information about the pathways to desired outcomes
  - Support & guidance for pursuing these pathways

- **Feedback**
  - Setting the stage for challenge
  - Performance feedback

- **Failure tolerance**
  - Error making is essential for optimising learning.
  - Failure produces opportunities for learning.

Based on Reeve (2018, pp. 136-141)

Conditions that satisfy the need for relatedness

- **Social bond**
  - Other person likes me and cares about my welfare

- **Responsiveness**
  - Other person offers understanding, validation, and caring

Based on Reeve (2018, p. 144)
Chapter 7: Implicit motives

Implicit (unconscious) motives predict better than explicit (conscious) motives.

Explicit vs implicit motives

- Explicit motives
  - Conscious
  - Can self-report
- Implicit motives
  - Unconscious
  - Can’t self-report

Based on Reeve (2018, p. 154)

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)
Chapter 8: Goal setting and goal striving

We do our best when we have a specific plan of action to pursue a difficult, specific and self-congruent goal.

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).

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
Difficult, specific, and concordant goals raise performance

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

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)

Chapter 9: Mindsets

People with different mindsets pursue goals in different ways.
Summary
Mindset = Mental patterns of thinking have downstream effects on thinking, feeling, and behaviour
- Deliberative – Implemental
- Prevention – Promotion
- Fixed – Growth
- Dissonance – Consistency

Chapter 10: Personal control beliefs
The core self-efficacy beliefs of “I can do it” and “it will work” underlie competent functioning.

Motivation to exercise personal control
- People desire control over their environment to make:
  - +ve outcomes ↑ likely
  - -ve outcomes ↓ likely
- Exercising personal control depends on the strength of a person's expectancies of being able to favourably influence outcomes.

Based on Reeve (2018, pp. 228–229)
**Expectancy**

Subjective prediction of event likelihood

- **Person**
- **Behaviour**
- **Outcome**

**Efficacy expectations**
- "Can I do it?"
  - Expectation of being able to perform behaviours to cope effectively with the situation.

**Outcome expectations**
- "Will it work?"
  - Expectation that behaviour will produce positive outcomes (or prevent negative outcomes).

**Motivation to exercise personal control**

Based on Reeve (2018, Figure 10.1, p. 228)

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**Self-efficacy sources and effects**

**Sources**
- Personal behaviour history
- Vicarious experience (Modeling)
- Verbal persuasion (Pep talk)
- Physiological activity

**Self-efficacy**

**Effects**
- Choice (Approach vs. avoid)
- Effort and persistence
- Thinking and decision making
- Emotional reactions (Stress, anxiety)

Based on Reeve (2018, pp. 232–234)

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**Empowerment**

Empowerment involves:
- knowledge
- skills
- self-efficacy beliefs that allow people to exert control over their lives.

Based on Reeve (2018, p. 237)
Chapter 11: The self and its strivings

Exert **self-control over short-term urges** to effectively pursue long-term goals.

Self-concept

- Beliefs that conceptualise one's self e.g., "I am ..." (self-descriptions)
- Domain-specific self-schemas e.g.,
  - Physical self-concept (e.g., "I am fit.", "I am fat.") etc.
  - Academic self-concept (e.g., "I am good at maths.", "I am crap at spelling.")
- Differentiation and articulation of self memory

Benefits of well-developed self-schema

- Process info about self with ease
- Retrieve self-related behavioural evidence from a relevant domain
- Predict own future behaviour
- Resist counter-schematic information about one's self
- Direct behaviour self-confirming behaviour and prevent events that disconfirm that self-view

Based on Reeve (2018, p. 259)
**Possible selves**

Representations of attributes, characteristics, and abilities that the self does not yet possess.

- **Mostly social in origin**
  
as the individual observes the selves modeled by others.

- **Motivational role**
  
  links the present self with ways to become the possible (ideal) self.

- **Important piece of the puzzle**
  
in understanding how the self develops.

- **Portrays the self as a dynamic entity**
  
  with a past, present, and future.

Based on Reeve (2018, pp. 263–266)

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**Chapter 12: Nature of emotion**

*All emotions are good* because they serve a functional purpose.

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**Definition of emotion**

“short-lived, feeling-purposive-expressive-bodily responses that help us adapt to … important life events”

Based on Reeve (2018, pp. 288)
What is an emotion?

Feelings
- Subjective experience
- Phenomenological
- Cognitive interpretation

Sense of purpose
- Impulse to action
- Goal-directed motiv. state
- Functional aspect to coping

Bodily arousal
- Preparation for action
- Physiological activation
- Motor responses

Sense of purpose
- Social communication
- Facial expression
- Vocal expression

Expressive behaviour
- Social communication
- Facial expression
- Vocal expression

Emotion
A distinct pattern of neural activity

Significant life event

Based on Reeve (2018, Figure 12.1 Four components of emotion, p. 287)

Relationship between motivation & emotion

- Emotion as motivation:
  Emotions are one type of motive which energises and directs behaviour.

- Emotion as readout:
  Emotions serve as an ongoing “readout” system to indicate how well or poorly personal adaptation is going.

What causes an emotion?

Significant life event

Distinct patterns of neural activity

Cognitive processes

Biological processes

Feelings
- Subjective experience
- Phenomenological
- Cognitive interpretation

Sense of purpose

Bodily arousal

Expressive behaviour

Based on Reeve (2018, Based on Figure 12.3, p. 291)
Basic emotions

Significant life events

- Fear: potential of threat and harm
- Anger: fighting off threat and harm
- Disgust: rejecting threat and harm
- Sadness: after threat and harm
- Interest: motive involvement
- Joy: satisfaction

Response to threat and harm

Response to involvement and satisfaction

Based on Reeve (2018, pp. 294–295)

What good are the emotions?

Utility of emotion:

- **Coping**: adapt better to life event
- **Social functions**: make social interactions better

Based on Reeve (2019, pp. 299–301)

Emotion regulation strategies

1. **Situation selection**: taking action to make an emotional experience more or less likely.
2. **Situation modification**: problem-focused coping, efforts to establish control, and searching for social support.
3. **Attentional focus**: redirecting attention within the situation.
4. **Reappraisal**: changing the way one thinks about the situation to modify the emotional impact.
5. **Suppression**: down-regulating one or more of the aspects of emotion (bodily arousal, cognitive, purposive, expressive).

Based on Reeve (2018, pp. 304–306)
What is the difference between emotion & mood?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Emotions</th>
<th>Moods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antecedents</td>
<td>Significant life events</td>
<td>Ill-defined</td>
</tr>
<tr>
<td>Action-Specificity</td>
<td>Specific</td>
<td>Influence cognition</td>
</tr>
<tr>
<td>Time course</td>
<td>Short-lived</td>
<td>Long-lived</td>
</tr>
</tbody>
</table>

Based on Reeve (2018, p. 306)

Chapter 13: Aspects of emotion

Other people are the source of most of our emotions.

Outline – Aspects of emotion

- Biological
  - James-Lange theory
  - Contemporary perspective
  - Brain activity
  - Facial Feedback Hypothesis

- Cognitive
  - Appraisal
  - Complex appraisal
  - Appraisal process
  - Emotion differentiation
  - Emotion knowledge
  - Attributions
  - Emotions affect cognition

- Social-Cultural
  - Social interaction
  - Social sharing of emotion

Based on Reeve (2018, p. 313)
Chapter 14: Individual emotions

The more sophisticated our emotional repertoire, the more likely we are to have the right emotions in every situation.

Outline – Individual emotions

Basic (7)
- Fear
- Anger
- Disgust
- Contempt
- Sadness
- Joy
- Interest

Self-conscious (5)
- Shame
- Guilt
- Embarrassment
- Pride
- Triumph

Cognitively complex (8)
- Envy
- Gratitude
- Disappointment
- Regret
- Hope
- Schadenfreude
- Empathy
- Compassion

Chapter 15: Growth motivation and positive psychology

Encouraging growth is more productive than trying to cure weakness.
Positive psychology

- Focuses on proactively building personal strengths and competencies
- Seeks to make people stronger and more productive, and to actualise the human potential in all of us
- Uses scientific methods to identify evidence-based methods

Based on Reeve (2018, p. 368)

Characteristics of self actualising people

1. **Acceptance** of self, of others, of nature
2. **Identification** with the human species
3. Emphasis on **higher level values**
4. Perception of **reality**
5. Discrimination between **means and ends**, between good and evil
6. **Resolution of dichotomies** (conflicts) that plague most people
7. **Autonomy** and resistance to enculturation
8. **Detachment** and desire for privacy
9. **Spontaneity**, simplicity, naturalness
10. **Problem-centering**
11. **Creativeness**
12. **Freshness** of appreciation; rich emotions
13. High frequency of **peak experiences**
14. (Intimate) **interpersonal relations**
15. **Democratic** character structure
16. Philosophical, unhostile sense of **humour**

Priority of values like truth, love, and happiness
Internally controlled
High involvement, productivity, and happiness

High quality interpersonal relationships

Based on Maslow (1971)

Actualising tendency

- Innate will to growth
- A continual presence that quietly guides the person toward genetically determined potentials
- Motivates the person to want to undertake new and challenging experiences

Based on Reeve (2018, pp. 371–372)
Fully functioning person

Emergence
Onset of innate desire, impulse, or motive

Acceptance
Desire, impulse, or motive is accepted “as is” into consciousness

Expression
Unedited communication of desire, impulse, or motive

Fully functioning as the emergence, acceptance, and expression of a motive

Based on Reeve (2018, Figure 15.3, pp. 378–379)

Chapter 16: Unconscious motivation

Motivation often arises from outside of conscious awareness.

Summary

- Ways of studying the unconscious:
  - Freudian unconscious
  - Adaptive unconscious
  - Implicit motives
  - Priming
- Postulates:
  - Much of mental life is unconscious
  - Unconscious and conscious processes operate in parallel
  - Ego development → ego maturity
  - Mental representations in childhood → guide adult social motivations

Based on Reeve (2018, pp. 420–421)
Chapter 17: Interventions

There is nothing so practical as a good theory.

Applying motivation and emotion principles

Explain:
Why do people do what they do?
Have a empirically validated theory to explain motivational phenomenon.

Predict:
How will changes in conditions affect motivation and emotion?
Be able to predict the rise and fall of motivational and emotional states.

Intervene:
Apply psychological principles to solve practical problems
Find workable solutions to real-world motivational and emotional problems.

Based on Reeve (2018, p. 424)

Interventions

- Goal: To develop motivational and emotional resources which promote life outcomes that people care about
- Method: Implement a step-by-step plan to alter existing conditions e.g.,:
  - environment
  - relationships
  - motivation and emotion

Based on Reeve (2018, p. 424)
References