Chapter 17: Interventions

Reading: Reeve (2015) Ch 17 (pp. 496-513)
**Outline - Interventions**

- Applying principles of motivation & emotion
  - Explaining motivation
  - Predicting motivation
  - Solving motivational and emotional problems
  - Case study scenario
  - Practice problems

- State-of-the-art interventions
  - Supporting psychological need satisfaction
  - Increasing a growth mindset
  - Promoting emotion knowledge
  - Cultivating compassion

- Wisdom gained

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**Applying principles of motivation and emotion**

1. **Explain** why people do what they do (using validated theories)
2. **Predict** how conditions will affect the rise and fall of motivational and emotional states
3. **Intervene**: Find practical solutions to real-world motivational and emotional problems

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**Explaining motivation**

All behaviour is motivated. Use theories to explain behaviour e.g.,

- Why procrastinate?
- Why take risks?
- Why be fearful of taking an action?

**Example mini-theories**

- Achievement goals
- Avoidance
- Application
- Broaden-and-build
- Cognitive dissonance
- Differential emotions theory
- Drive
- Dynamics of action
- Effectance motivation
- Ego depletion
- Ego development
- Expectancy x Value
- Facial feedback
- Flow
- Goal setting
- Implicit motives
- Internal
- Learned helplessness
- Motivation intensity
- Motivation intensity
- Motivation intensity
- Opponent process
- Positive affect
- Psychodynamics
- Resistance
- Self-actualization
- Self-consistency
- Self-determination
- Self-efficacy
- Sensation seeking
- Stress and coping

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Based on Reeve (2015, pp. 26, 497)
Predicting motivation & emotion

Based on theory, can you predict changes in people's motivation and emotion before they occur, based on antecedent circumstances?

Example conditions

<table>
<thead>
<tr>
<th>Condition</th>
<th>Antecedent Circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 hours of deprivation from food and people</td>
<td>Threatening (angry) face</td>
</tr>
<tr>
<td>Smelling rotting food</td>
<td>Expecting a tangible reward (e.g., money)</td>
</tr>
<tr>
<td>自主性支持的老师</td>
<td>观察一个能力角色模型</td>
</tr>
<tr>
<td>Unresponsive, uncontrollable environment</td>
<td>Obstacle to one's goal</td>
</tr>
<tr>
<td>Failure in front of others at an easy task</td>
<td>百废不兴, 面对他人的小目标</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, pp. 26, 497)

Solving motivational & emotional problems

Promote | Overcome

<table>
<thead>
<tr>
<th>Promote</th>
<th>Overcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Amplifying strengths</td>
<td>• Repairing weaknesses</td>
</tr>
<tr>
<td>• Improving functioning</td>
<td>• Overcoming pathology</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, pp. 498-499)

Solving motivational & emotional problems

<table>
<thead>
<tr>
<th>Promote</th>
<th>Overcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Resilient self-efficacy</td>
<td>• Restraint-release</td>
</tr>
<tr>
<td>• Autonomy need satisfaction</td>
<td>• Hidden costs of reward</td>
</tr>
<tr>
<td>• Flow experience</td>
<td>• Learned helplessness</td>
</tr>
<tr>
<td>• Fully functioning individual</td>
<td>• Fixed mindset</td>
</tr>
<tr>
<td>• Mastery motivational orientation</td>
<td>• Depleted self-control</td>
</tr>
<tr>
<td>• Difficult, specific, self-congruent goals</td>
<td>• Pessimistic explanatory style</td>
</tr>
<tr>
<td>• Mastery goals</td>
<td>• Thought suppression</td>
</tr>
<tr>
<td>• Ego development</td>
<td>• Immature defense mechanisms</td>
</tr>
<tr>
<td>• Joy</td>
<td>• Hubristic pride</td>
</tr>
<tr>
<td>• Gratitude</td>
<td>• Malicious envy</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, pp. 498-499)
Framework for understanding and studying motivation

Based on Reeve (2015, Figure 1.4, p. 16)

Case study scenario: Teenager struggling at school

Your friend's teenage daughter is doing poorly in high school and is considering dropping out. Your friend seeks your advice:

“What can I do? How can I motivate my daughter?”

What can you recommend?

Based on Reeve (2009, pp. 447-448)

Understanding & applying motivation

Based on Reeve (2009, p. 448)
Case study scenario: Teenager struggling at school

**Explain**
- Extrinsic motivation?
- Lack of goals?
- Quality of relationships?
- Lack of meaning?

**Predict**
- Ask what is working?
  (build on strengths/interests)

**Apply**
- Ask about her emotions?
- Help build skills?
  (competence)
- Help her identify goals?

Based on Reeve (2009, p. 448)

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**Intervention 1:**
Supporting psychological need satisfaction

An autonomy supportive program to help teachers develop a motivating style capable of supporting students’ psychological needs.
- Cheon, Reeve, & Moon (2012)

Based on Reeve (2015, pp. 501-504)

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**Autonomy supportive intervention program**

<table>
<thead>
<tr>
<th>Middle- and high-school teachers (n = 21) and students (n = 1,158)</th>
<th>Experimental group (10 teachers)</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 hours of intervention to develop autonomy support</td>
<td>↑ Autonomy support (by teachers)</td>
<td>↑ Autonomy need satisfaction (students)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Control group (10 teachers)</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>= No change</td>
<td></td>
</tr>
</tbody>
</table>

Based on Reeve (2015, pp. 501-504)
Intervention 2: Increasing a growth mindset

A program to help adolescents endorse a growth mindset in thinking about people’s personality.
- Yeager, Trzesniewski, & Dweck (2013)

Growth mindset workshop

<table>
<thead>
<tr>
<th>Year 9-10 students (N = 111)</th>
<th>Growth mindset condition (3 classrooms)</th>
<th>3 week intervention</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Growth mindset</td>
<td>↑ Growth mindset</td>
<td>↑ Prosocial behaviour (following peer provocation)</td>
</tr>
<tr>
<td></td>
<td>Control condition (3 classrooms)</td>
<td>⇒ No change</td>
<td>↓ Aggressive behaviour (following peer provocation)</td>
</tr>
</tbody>
</table>

Intervention 3: Promoting emotion knowledge

- Izard et al. (2008)
Intervention to promote emotion knowledge

<table>
<thead>
<tr>
<th>Children (n = 117)</th>
<th>Teachers (n = 26)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotion course condition</strong> (15 teachers) How to recognise and guide emotional recognition</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>↑ Emotion knowledge</td>
<td></td>
</tr>
<tr>
<td>↑ Expression of positive emotions</td>
<td></td>
</tr>
<tr>
<td>↓ Negative emotion</td>
<td></td>
</tr>
<tr>
<td><strong>Control condition</strong> (11 teachers)</td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>= No change</td>
<td></td>
</tr>
</tbody>
</table>

Based on Reeve (2015, pp. 507-510)

Intervention 4: Cultivating compassion

A program to help members of a community cultivate a greater capacity for compassion
- Jazaieri et al. (2013a, b)

Compassion cultivation training

<table>
<thead>
<tr>
<th>San Francisco community members (N = 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cultivating compassion</strong> (n = 60) 9-week intervention program involving experiential exercises</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>↑ Compassion for others and self</td>
</tr>
<tr>
<td>↓ Worry and suppression of emotion</td>
</tr>
<tr>
<td><strong>Control condition</strong> (n = 40)</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>= No change</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, pp. 500-503)
References

**Motivation & Emotion**

**Review**

James Neill  
Centre for Applied Psychology  
University of Canberra  
2018

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**Outline – Review**

1. Pearls of wisdom  
2. Review of key content (Ch 1 – 17)  
3. Feedback

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**Pearls of wisdom / Nuggets of truth**

What are the greatest insights you’ve acquired through this unit?  

- What has been your most significant learning about motivation and emotion?  
- What was the take-home message from the book chapter you worked on?  

https://en.wikiversity.org/wiki/Motivation_and_emotion/Pearls_of_wisdom

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Chapter 1: Introduction

Motivation and emotion:
Etymology

"motivation" and "emotion" have a common root in the Latin verb: 

\textit{movere}  
\text{(to move)}
Motivation = Energy + Direction

Motivation = processes that give behaviour energy and direction.

- **Energy** (Strength):
  Behaviour's strength, intensity, and persistence.
- **Direction** (Purpose):
  Behaviours aim to achieve particular purposes or goals.

Framework for understanding and studying motivation

Based on Reeve (2015, Figure 1.4, p. 16)

Chapter 2:
Motivation in historical perspective
Summary:

Grand theories gave rise to mini-theories

- The study of motivation has philosophical origins dating to the Ancient Greeks.
- Mind-body dualism guided philosophical thinking about motivation, leading to grand theories about Will, Instinct, and Drive.
- Limitations in grand theories lead to their decline and gave rise of mini-theories focusing on specific phenomena.
- Contemporary perspectives emphasise multiple motivational influences, including the active role of the person, role of cognition, and applied, social relevance.

Examples of mini-theories

- Achievement motivation theory
- Attributional theory of achievement motivation
- Cognitive dissonance theory
- Effectance motivation
- Expectancy x value theory
- Goal-setting theory
- Intrinsic motivation
- Learned helplessness theory
- Reactance theory
- Self-efficacy theory
- Self-schemas

Relationship of motivation study to psychology’s areas of specialisation

Motivation study in the 21st century is populated by multiple perspectives and multiple voices, all of which contribute a different piece to the puzzle of motivation and emotion study.
Chapter 3: The motivated and emotional brain

The motivated & emotional brain
“The brain is not only a thinking brain, it is also the center of motivation and emotion.”

Summary:
Neural & physiological sources of motivation and emotion

- **Brain structures**
  
  (limbic (emotion) vs. cortex (goals); left and right prefrontal cortex = approach and avoid respectively)

- **Hormones**
  
  (ghrelin/leptin for hunger/satiati, oxytocin for bonding, cortisol for stress, testosterone for mating and dominance)

- **Neurotransmitters**
  
  (dopamine for reward, serotonin for mood, norepinephrine for arousal, endorphin for pain)
Chapter 4: Physiological needs

Need: Any condition within a person that is essential and necessary for life, growth, and well-being.

Physiological needs
- Thirst
- Hunger
- Sex

Psychological needs
- Autonomy
- Competence
- Relatedness

Implicit motives
- Achievement
- Affiliation
- Power

Based on Reeve (2015, p. 86)
Failures to self-regulate physiological needs
People fail at self-regulation for three primary reasons

1. People routinely underestimate how powerful a motivational force biological urges can be when they are not currently experiencing them.

2. People can lack standards, or they have inconsistent, conflicting, unrealistic, or inappropriate standards.

3. People fail to monitor what they are doing as they become distracted, preoccupied, overwhelmed, or intoxicated.

Based on Reeve (2009, p. 105)

Chapter 5: Extrinsic motivation

Extrinsic motivation
Environmentally-created 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)

Based on Reeve (2015, pp. 120)
Intrinsic motivation

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

“I am doing this because it is …”

engaged activity interesting, fun, enjoyable, satisfying psychological needs (i.e., autonomy, competence, relatedness)

Based on Reeve (2015, pp. 130-131)

Origins of intrinsic motivation

Intrinsic motivation

Psychological Need Satisfaction

Autonomy

Competence

Relatedness

Autonomy support (from environment and relationships)

Competence support (from environment and relationships)

Relatedness support (from environment and relationships)

Based on Reeve (2015, Figure 5.4, p.)
Types of extrinsic motivation

Self-Determination Theory (SDT) posits that different types of motivation can be organised along a continuum of self-determination or perceived locus of causality.

<table>
<thead>
<tr>
<th>Extrinsic motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>External regulation</td>
</tr>
<tr>
<td>Introjected regulation</td>
</tr>
<tr>
<td>Identified regulation</td>
</tr>
<tr>
<td>Integrated regulation</td>
</tr>
</tbody>
</table>

Increasing autonomy

Based on Reeve (2015, p. 142-147)

Reasons not to use extrinsic motivation
(even for uninteresting endeavors)

- Extrinsic motivators undermine the quality of performance and interfere with the process of learning.
- Using rewards distracts attention away from asking the hard question of why a person is being asked to do an uninteresting task in the first place.
- There are better ways to encourage participation than extrinsic bribery.
- Extrinsic motivators still undermine the individual’s long-term capacity for autonomous self-regulation.

Based on Reeve (2015, p. 138)

Motivating others to do uninteresting activities

Ways to promote more autonomous types of extrinsic motivation

- **Provide a rationale:** Explain why the activity is important and useful enough to warrant one’s volitional engagement
- **Build interest:** Catch situational interest in an activity and then develop individual interest in the activity over time.

Based on Reeve (2015, pp. 147-149)
Chapter 6: Psychological needs

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)

Self-determination theory

- Psychological needs
  - Autonomy
  - Competence
  - Relatedness

Based on Reeve (2015, pp. 158-178)
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)

Involving competence

Key environmental conditions

- Optimal challenge and flow
  - Flow is a state of concentration that involves a 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
  - Considerable error making is essential for optimising learning.
  - Failure produces opportunities for learning.

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

Nurturing relatedness

- Involving relatedness: Interactions with others
  - Emotionally positive interactions and interaction partners
- Satisfying relatedness: Perception of social bond
  - Intimate and high-quality relationships that involve perceived caring, liking, accepting, and valuing
- Communal & exchange relationships
  - In communal relationships, people care for the needs of the other, and both feel an obligation to support the other’s welfare
- Benefits of relatedness need satisfaction
  - Engagement, developmental growth, health, and well-being

Based on Reeve (2015, pp. 174-178)
What makes for a good day?

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

■ Daily autonomy
■ Daily competence
■ Daily relatedness

Based on Reeve (2015 pp. 180-181)

Chapter 7: Implicit motives

Implicit needs

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

Examples:
- Achievement
- Affiliation
- Power

What is being unconsciously pursued here is a specific pattern of affective (emotional) experience.

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)

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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

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

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**Conditions that involve & satisfy the need for achievement**

- Moderately difficult tasks
- Competition
- Entrepreneurship

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

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

Chapter 8:
Goal setting and goal striving
Discrepancy between present and ideal states

<table>
<thead>
<tr>
<th>Present state</th>
<th>Ideal state</th>
</tr>
</thead>
<tbody>
<tr>
<td>How one's life is going</td>
<td>How one wishes life was going</td>
</tr>
</tbody>
</table>

Discrepancy
- present state falls short of the ideal state

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

Types of discrepancy

- **Discrepancy reduction**
  - Based on the discrepancy-detecting feedback that underlies plans and corrective motivation.
  - Discrepancy reduction corresponds to plan-based corrective motivation.
  - Discrepancy reduction is reactive, deficiency overcoming, and revolves around a feedback system.

- **Discrepancy creation**
  - Based on a feed-forward system in which the person looks forward and proactively sets a future, higher goal.
  - Discrepancy creation corresponds to goal-setting motivation.
  - Discrepancy creating is proactive, growth pursuing, and revolves around a "feed-forward" system.

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

- **When difficult**
  - Setting a goal

- **When specific**
  - Energises and sustains behaviour
    - Increases effort, person works harder
    - Increases persistence, person works longer

- Enhanced performance
  - Directs behaviour
    - Increases attention, person works with focus
    - Increases planning, person works smarter
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

Chapter 9: Mindsets

Mindsets

- Cognitive frameworks - how we use our brains
- Guide attention, info processing, decision making, and thinking about effort, success, failure, and self
- Have downstream effects on thinking, feeling, and behaving
- Differ between people
Mindsets

- Deliberative vs. Implemental
- Promotion vs. Prevention
- Growth vs. Fixed
- Consistency vs. Dissonance

Based on Reeve (2015, p. 240)

Deliberative vs. Implemental

Patterns of thought that emphasise deliberative goal-setting vs implementational action to achieve a chosen goal.

**Deliberative**: Open-minded thinking about the desirability and feasibility of a range of possible goals that one might or might not pursue.

**Implemental**: Closed-minded thinking that considers only information related to goal attainment and shields against non-goal-related considerations.

Based on Reeve (2015, Table 9.1, p. 241)

Promotion vs. Prevention

Goal striving orientations which motivate improvement and the possibility of gain or maintenance and prevention of possible loss.

**Promotion**: Focus on advancing the self toward ideals by adopting an eager locomotion behavioral strategy.

**Prevention**: Focus on preventing the self from not maintaining its duties and responsibilities. Adopts a vigilant behavioural strategy.

Based on Reeve (2015, Table 9.1, p. 241)
Growth vs. Fixed

Ways of thinking about the nature of one’s personal qualities.

**Growth**: The belief that one’s personal qualities are malleable, changeable, and can be developed through effort.

**Fixed**: The belief that one’s personal qualities are fixed, set, and not open to change.

Based on Reeve (2015, Table 9.1, p. 241) 52

Consistency vs. Dissonance

The near-universal self-view that one is a competent, moral, and reasonable person.

**Consistency**: Information and behavioral actions that confirm that, yes, one is a competent, moral and reasonable person.

**Dissonance**: Information and behavioral actions that suggest that, no, one is actually not a competent, moral and reasonable person.

Based on Reeve (2015, Table 9.1, p. 241) 53

Chapter 10: Personal control beliefs
Motivation to exercise personal control: Initial assumptions and understandings

- People desire control over their environment so as to be able to make:
  - +ve outcomes $\uparrow$ likely
  - -ve outcomes $\downarrow$ likely
- Exercising personal control is predicated upon a person's belief that they have the power to favourably influence outcomes.
- The strength with which people try to exercise personal control can be traced to their expectancies of being able to do so.

Based on Reeve (2015, pp. 269-270)

Self-efficacy

- One's judgement of how well one will cope with a situation (given the skills one possesses and the circumstances one faces).
- Capacity to improvise ways to translate personal abilities into effective performance.
- The opposite of self-efficacy is self-doubt.
- Self-efficacy predicts the motivational balance between wanting to give it a try vs. anxiety, doubt and avoidance.

Based on Reeve (2015, pp. 272-274)

Kinds of expectancies: Efficacy and outcome

<table>
<thead>
<tr>
<th>Person</th>
<th>Behaviour</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficacy expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Can I do it?&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g., Can I control my fright and ask him to dance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcome expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Will it work?&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g., Will he say yes and will we have fun?</td>
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</tbody>
</table>

Based on Reeve (2015, Figure 10.1, p. 270)
Sources and effects of self-efficacy

Based on Reeve (2015, Figure 10.3, p. 277)

Empowerment

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

Based on Reeve (2015, pp. 280-281)

Mastery versus helplessness

Mastery motivational orientation
- A hardy, resistant portrayal of the self during encounters of failure
- Failure feedback can be helpful and constructive information

Helpless motivational orientation
- A fragile view of the self during encounters of failure
- Failure feedback is a sign of personal inadequacy

Based on Reeve (2015, p. 282-284)
Explanatory style:  
Relatively stable, cognitively-based personality orientation 
Attributions vary in their locus, stability, and controllability 

Optimistic explanatory style 
- Explains bad events with attributions that are unstable and controllable 
- Related to the self-serving bias of an illusion of control which contributes to enhancing self-esteem and promoting an optimistic view of the future 

Pessimistic explanatory style 
- Explains bad events with attributions that are stable and uncontrollable 
- Associated with academic failure, social distress, impaired job performance, physical illness, and depression 

Chapter 11:  
The self and its strivings 

Aspects of the self 
- Defining or creating the self 
- Managing or regulating the self 
- Discovering & developing personal potential 
- Relating the self to society 

Based on Reeve (2015, pp. 293-295) 
Based on Reeve (2009, pp. 264-266)
Self-concept
(cognitive structure)

Set of beliefs an individual uses to conceptualise his or her self e.g., “I am....” (self-descriptions)
Cluster of domain-specific self-schemas represents the invariance that individuals discover about their social behaviour (or the way the self is differentiated and articulated in memory)

Based on Reeve (2015, p. 308)

Benefits of well-developed self-schema

- Process information about the self with relative ease.
- Quickly retrieve self-related behavioural evidence from the domain.
- Confidently predict own future behaviour in the domain.
- Resist counter-schematic information about one's self.

Based on Reeve (2009, pp. 268-270)

Motivational properties of self-schemas

- Consistent self
  - Self-schemas direct behaviour to confirm the self-view and to prevent episodes that generate feedback that might disconfirm that self-view.
- Possible self
  - Self-schemas generate motivation to move the present self toward a desired future self.

Based on Reeve (2015, pp. 310-311)
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.

The possible self’s motivational role is to link the present self with ways to become the possible (ideal) self.

An important piece of the puzzle in understanding how the self develops

Portraying the self as a dynamic entity with a past, present, and future.

Identity (social relationship)

- Identity is the means by which the self relates to society, and it captures the essence of who the self is within a cultural context.
- Once people assume social roles (e.g., mother, bully), their identities direct their behaviors in ways that express the role-identity’s cultural value.
- The identity directs the person to pursue some behaviours (identity-confirming behaviours) and to avoid other behaviours (identity-disconfirming behaviours).

Chapter 12: Nature of emotion
**Definition of emotion**

“Emotions are … short-lived, feeling-purposive-expressive-bodily responses that help us adapt to the opportunities and challenges we face during important life events.”

Based on Reeve (2015, pp. 340)

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**What is an emotion?**

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Bodily arousal</th>
<th>Emotion</th>
<th>Social-expressive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective experience</td>
<td>Bodily preparation for action</td>
<td>A distinct pattern of neural activity</td>
<td>Social communication</td>
</tr>
<tr>
<td>Phenomenological awareness</td>
<td>Physiological activation</td>
<td></td>
<td>Facial expression</td>
</tr>
<tr>
<td>Cognitive interpretation</td>
<td>Motor responses</td>
<td></td>
<td>Vocal expression</td>
</tr>
</tbody>
</table>

- **Sense of purpose**
  - Impulse to action
  - Goal-directed motivational state
  - Functional aspect to coping

- **Significant life event**

Based on Reeve (2015, Figure 12.1 Four components of emotion, p. 340)

---

**Relationship between motivation & emotion**

- **Emotion as motivation**: Emotions are one type of motive which energises and directs behaviour.
- **Emotion as readout**: Instead, self-esteem provides a “dashboard” indicator of how one's life is going i.e., it is an outcome of having one's needs fulfilled.

Based on Reeve (2015, p. 343)
**What causes an emotion?**

Based on Reeve (2015, Figure 12.3, Causes of the emotion experience, p. 344)

- Significant life event
- Distinct pattern of neural activity
- Cognitive processes
- Biological processes
- Feelings
  - Sense of purpose
  - Bodily arousal
  - Social-expressive

**Basic emotions**

*Responses to significant life events*

- Fear
- Anger
- Disgust
- Sadness
- Interest
- Joy

<table>
<thead>
<tr>
<th>Potential of threat and harm</th>
<th>Response to threat and harm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fighting off threat and harm</td>
<td>Motive involvement</td>
</tr>
<tr>
<td>Rejecting threat and harm</td>
<td>Satisfaction</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, pp. 347-349)

**What good are the emotions?**

- Coping functions
- Social functions

Based on Reeve (2015, pp. 352-353)
Why do we have emotion?

- Do emotions help us to adapt and function?
- Or are they distracting and dysfunctional?
- Both are true - emotion is a masterpiece of evolutionary design but it also provide us with excess baggage
- How well emotions serve us depends on our emotional self-regulation

Based on Reeve (2015, p. 356)

Emotion regulation strategies

1. Situation selection: taking action to make one 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 four aspects of emotion (bodily arousal, cognitive, purposive, expressive).

Based on Reeve (2015, pp. 357-361)

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 (2015, p. 361)
Chapter 13: Aspects of emotion

Outline – Aspects of emotion

<table>
<thead>
<tr>
<th>Biological</th>
<th>Cognitive</th>
<th>Social-Cultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>James-Lange theory</td>
<td>Appraisal</td>
<td>Social interaction</td>
</tr>
<tr>
<td>Contemporary perspective</td>
<td>Complex appraisal</td>
<td>Social sharing of emotion</td>
</tr>
<tr>
<td>Brain activity</td>
<td>Appraisal process</td>
<td>Cultural construction of emotion</td>
</tr>
<tr>
<td>Facial Feedback Hypothesis</td>
<td>Emotion differentiation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emotion knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attributions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emotions affect cognition</td>
<td></td>
</tr>
</tbody>
</table>

Based on Reeve (2015, p. 369)

Chapter 14: Individual emotions
Outline – Individual emotions
20 emotions in 3 categories

<table>
<thead>
<tr>
<th>Basic (7)</th>
<th>Self-conscious (5)</th>
<th>Cognitively complex (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear</td>
<td>Shame</td>
<td>Envy</td>
</tr>
<tr>
<td>Anger</td>
<td>Guilt</td>
<td>Gratitude</td>
</tr>
<tr>
<td>Disgust</td>
<td>Embarrassment</td>
<td>Disappointment</td>
</tr>
<tr>
<td>Contempt</td>
<td>Pride</td>
<td>Regret</td>
</tr>
<tr>
<td>Sadness</td>
<td>Triumph</td>
<td>Hope</td>
</tr>
<tr>
<td>Joy</td>
<td></td>
<td>Schadenfreude</td>
</tr>
<tr>
<td>Interest</td>
<td></td>
<td>Empathy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compassion</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, p. 404)

Summary: Basic (7)
- **Fear**: Motivates self-protection in face of danger or threat
- **Anger**: Energises one to overcome obstacles in goal pursuit
- **Disgust**: Repulsion against contaminated object
- **Contempt**: Feeling of superiority to maintain social order
- **Sadness**: Self-reflection following loss or separation
- **Joy**: Pleasure from desirable outcomes → goal striving
- **Interest**: Curiosity, replenishes approach motivation

Based on Reeve (2015, pp. 426-427)

Summary: Self-conscious (5)
- **Shame**: Public violation of moral and competency standards
- **Guilt**: Realisation of harm caused, with desire to repair
- **Embarrassment**: Social blunder indicating hidden self
- **Pride**: Arises from success; Authentic vs. Hubristic
- **Triumph**: Reaction to competitive victory; dominance

Based on Reeve (2015, pp. 426-427)
Summary: Complex (8)

- **Envy**: Arises from others’ good fortune; Benign vs. Malicious
- **Gratitude**: Receive gift; Communal vs. Exchange
- **Disappointment**: Positive outcome didn’t occur; unsure why
- **Regret**: Positive outcome didn’t occur; own fault
- **Hope**: Wish desired goal be obtained; motivates persistence
- **Schadenfreude**: Pleasure at the misfortune of others
- **Empathy**: Feeling emotions of another
- **Compassion**: Desire to support someone who is suffering

Based on Reeve (2015, pp. 427)

Chapter 15: Unconscious motivation

Contemporary psychodynamic perspective

- **The unconscious**: Much of mental life is unconscious
- **Psychodynamics**: Mental processes operate in parallel with one another
- **Ego development**: Healthy development involves moving from an immature, socially dependent personality to one that is more mature and interdependent with others
- **Object relations theory**: Mental representations of self and other form in childhood that guide the person’s later social motivations and relationships.

Based on Reeve (2015, pp. 471-472)
Chapter 16: Growth motivation and positive psychology

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 (2015, pp. 434-435)

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

- “The organism has one basic tendency and striving – to actualize, maintain, and enhance the experiencing self.” (Rogers, 1951)
- Innate, a continual presence that quietly guides the individual toward genetically determined potentials
- Motivates the individual to want to undertake new and challenging experiences

Based on Reeve (2015, p. 439)

Fully functioning person

<table>
<thead>
<tr>
<th>Emergence</th>
<th>Acceptance</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Onset of innate desire, impulse, or motive</td>
<td>Desire, impulse, or motive is accepted “as is” into consciousness</td>
<td>Unedited communication of desire, impulse, or motive</td>
</tr>
</tbody>
</table>

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

Based on Reeve (2015, Figure 15.3, p. 445)

Chapter 17: Interventions
Applying principles of motivation and emotion

1. **Explain** why people do what they do (using validated theories)
2. **Predict** how conditions will affect the rise and fall of motivational and emotional states
3. **Intervene**: Find practical solutions to real-world motivational and emotional problems

Based on Reeve (2015, p. 497)

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What is an intervention?

A step-by-step plan of action to alter an existing condition. The goal is to promote life outcomes that people care deeply about e.g., enhance
- engagement
- skill acquisition
- performance
- well-being.

Based on Reeve (2015, p. 476)

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Pearls of wisdom / Nuggets of truth

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Wisdom gained from a scientific study of motivation & emotion

1. Human nature can be discovered using scientific methods.
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 we are currently not experiencing them.

Based on Reeve (2015, p. 513)

5. The quality of motivation is important as is quantity of motivation.
6. To flourish, motivation needs supportive conditions, especially supportive relationships.
7. Implicit (unconscious) motives predict better than do 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 (2015, p. 513)

9. Two people with the same goal but a different mindset will pursue that goal in different ways.
10. Competent, enthusiastic functioning requires the two core beliefs of “I can do it” and “It will work”.

Based on Reeve (2015, p. 513)
<table>
<thead>
<tr>
<th>Wisdom gained from a scientific study of motivation and emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. All emotions are good: all emotions serve a functional purpose.</td>
</tr>
<tr>
<td>13. Other people are the source of most of our emotions.</td>
</tr>
<tr>
<td>14. The more sophisticated and complex our emotional repertoire is, the more likely we are to have the right emotions for every situation.</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, p. 513)

<table>
<thead>
<tr>
<th>Wisdom gained from a scientific study of motivation and emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Encouraging growth is more productive than is trying to cure weakness.</td>
</tr>
<tr>
<td>16. Motivation often arises from a source outside of conscious awareness.</td>
</tr>
<tr>
<td>17. There is nothing so practical as a good theory.</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, p. 513)
Integrate theories and current research towards explaining the role of motivation and emotions in human behaviour.

Learning outcomes

Graduate attributes

- Professional
- Global citizen
- Lifelong learner

Feedback

Share feedback and views about the unit on Discussion forum or send via email.
- What worked for you?
- What didn't work so well for you?
- How could this unit be improved?
References