Motivation & Emotion

Interventions

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Interventions

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

Outline - Interventions

- Applying principles of motivation & emotion
  - Explaining motivation
  - Predicting motivation
  - Solving motivational and emotional problems
  - Practice problems
- State-of-the-art interventions
  - Satisfying psychological needs
  - Increasing a growth mindset
  - Promoting emotion knowledge
- Wisdom gained

Based on Reeve (2018, p. 423)
Brief experimental manipulations

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Motivation/Emotion</th>
<th>Experimental Manipulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Time</td>
<td>Sprinkling water on a paper towel to simulate a rainy day.</td>
</tr>
<tr>
<td>4</td>
<td>Social Interaction</td>
<td>Facial expression of happiness, sadness, and anger.</td>
</tr>
<tr>
<td>5</td>
<td>Extrinsic Motivation</td>
<td>Offering a reward for completing a task.</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>Elected into a position of leadership.</td>
</tr>
<tr>
<td>8</td>
<td>Discrepancy</td>
<td>Goal in sight for.</td>
</tr>
<tr>
<td>9</td>
<td>Growth Mindset</td>
<td>Story about how hard Einstein worked to become so 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 Deficit</td>
<td>Resisting an attractive temptation for five minutes.</td>
</tr>
<tr>
<td>12</td>
<td>Positive Affect</td>
<td>Receiving a mild unexpected gift.</td>
</tr>
<tr>
<td>13</td>
<td>Sadness</td>
<td>Viewing a slide show at a close friend’s funeral.</td>
</tr>
<tr>
<td>14</td>
<td>Embarrassment</td>
<td>Conversing with a social blunder in front of an audience.</td>
</tr>
<tr>
<td>15</td>
<td>Inconsistency</td>
<td>Partial negative conditional regard.</td>
</tr>
<tr>
<td>16</td>
<td>Obsession</td>
<td>Keep a secret about the person to whom you are talking.</td>
</tr>
</tbody>
</table>

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

Applying principles of motivation and emotion

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

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

**Intervene:**
Apply motivational 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>Energizing, 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>Emotion</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>
</tbody>
</table>

Based on Reeve (2018, Figure 1.4)
Intervention
- Step-by-step plan to alter existing condition.
- Goal: Promote life outcomes that people care deeply about.
- Examples: engagement, skill acquisition, performance, and well-being.
- Try to change:
  - environmental conditions and interpersonal relationships
  - motivation and emotion that facilitates

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

Example mini-theories

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

Example conditions
Solving motivational & emotional problems

**Promote**
- Accentuate what is working
  - Amplifying strengths
  - Improving functioning

**Overcome**
- Fix what isn’t working
  - Repairing weaknesses
  - Overcoming 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
- Fully functioning individual
- Mastery motivational orientation
- Difficult, specific, self-congruent goals
- Mastery goals
- Ego development
- Joy
- Gratitude

**Overcome**
- Restraint-release
- Hidden costs of reward
- Learned helplessness
- Fixed mindset
- Depleted self-control
- Pessimistic explanatory style
- Thought suppression
- 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 clean teeth
- Employee sales quota
- Elite performance pursuit
- Lose 20kg
- Teenager study motivation

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

- **Explain:** More attractive alternatives; no immediate reward
- **Predict:** Lack of intrinsic/identified regulation will continue poor brushing
- **Intervention:** Explanatory rationale, extrinsic reward, reduce alternative distractions, make it more fun/entertaining.

Based on Reeve (2018, p. 426)

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Teenager study motivation

- **Explain:** Extrinsically motivated, lack of goals, poor quality relationships, lack of meaning
- **Predict:** What is working? How can these strengths be amplified?
- **Intervention:** Ask about emotions, identify goals, build skills (competence)

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

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**Intervention 1:**

**Satisfying psychological needs**

An autonomy supportive program to help teachers develop a motivating style capable of supporting students’ psychological needs.

- Autonomy Supportive Intervention Program (ASIP); Cheon, Reeve, & Moon (2012)

Based on Reeve (2018, pp. 428-429)
Autonomy Supportive Intervention Program (ASIP)

- **Pt 1 (3 hours)**: Teachers learn about motivating style, benefits of autonomy support, and costs of control
- **Pt 2 (2 hours)**: Teachers observe video of the 6 autonomy-supportive instructional strategies to learn the "how to" of each behaviour so they could enact them during their own classroom instruction
- **Pt 3 (3 hours)**: Teachers engaged in a group discussion to exchange ideas on autonomy-supportive teaching

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

Autonomy supportive intervention program

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

| Control group (10 teachers) |  |
| Outcomes |  |
| Autonomy support (by teachers) |  |
| Autonomy need satisfaction (students) |  |
| Autonomy need satisfaction (students) |  |

= No change

Based on Reeve (2018, pp. 428-429)

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)

Based on Reeve (2018, pp. 429-434)
Growth Mindset Intervention

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

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

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Growth mindset workshop

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

Based on Reeve (2018, pp.429-434)

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Intervention 3: Promoting emotion knowledge

- Izard et al. (2008)

Based on Reeve (2018, pp. 434-436)
Emotions Course and Emotion-Based Prevention Program

- **Pt 1 (2 hours):** Teacher training to administer the Emotions Course
- **Pt 2:** Researchers observe teachers and conduct 1-on-1 biweekly consultations with teachers
- **Pt 3:** Parents met monthly with researchers to discuss the Emotions Course.

Based on Reeve (2018, Figure 17.5, p. 434)

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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>&lt;br&gt;(15 teachers)&lt;br&gt;How to recognise and guide emotional recognition</td>
<td><strong>Control condition</strong>&lt;br&gt;(11 teachers)</td>
</tr>
<tr>
<td><strong>Outcomes</strong>&lt;br&gt;↑ Emotion knowledge&lt;br&gt;↑ Expression of positive emotions&lt;br&gt;↓ Negative emotion</td>
<td><strong>Outcomes</strong>&lt;br&gt;= No change</td>
</tr>
</tbody>
</table>

Based on Reeve (2018, pp.434-436)

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Summary

- Interventions can be small or large, targeting individuals or groups
- Seek first to explain current situation, based on antecedent conditions
- Then predict what will occur based on status quo or if circumstances change
- Take action, aiming to alter the environment and/or affect motivation and emotion, rather than to change performance outcomes per se.

Based on Reeve (2018, pp. 423-436)
References

Motivation & Emotion

Review

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2019

Outline – Review

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

Pearls of wisdom / Nuggets of truth

- What are the greatest insights or best ideas 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 and presentation you worked on?

https://en.wikiversity.org/wiki/Motivation_and_emotion/Pearls_of_wisdom
Chapter 1: Introduction

Human nature can be discovered using scientific methods.

Motivation and emotion:
Etymology

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

movere
(to move)
Motivation = Energy + Direction + Persistence
= internal process that give behaviour energy, direction, and 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.

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 philosophical origins date 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 to 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.
- Emotion study has paralleled and complemented motivation study but remains a young, incoherent, and largely preparadigmatic field of scientific study.

Emergence of mini-theories (1970s)
- 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

Based on Reeve (2018, Ch 2, p. 33)

Relationship of motivation study to psychology’s areas of 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.

The motivated & emotional brain

The brain is not only for thinking, it is also for feeling - it is 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/satiety, oxytocin for bonding, cortisol for stress, testosterone for mating and dominance

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

Based on Reeve (2018, p. 46)

Image source: http://commons.wikimedia.org/wiki/File:Brain_090407.jpg
Chapter 4: Physiological needs

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

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

When needs are nurtured and satisfied, well-being is maintained and enhanced.

Motivational states provide the impetus to act before damage occurs to psychological and bodily well-being.

When needs are neglected or frustrated, there is damage that disrupts biological or psychological well-being.

Need structure: Types of needs

<table>
<thead>
<tr>
<th>Needs</th>
<th>Physiological needs (Chapter 4)</th>
<th>Psychological needs (Chapter 6)</th>
<th>Implicit motives (Chapter 7)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thirst</td>
<td>Autonomy</td>
<td>Achievement</td>
</tr>
<tr>
<td></td>
<td>Hunger</td>
<td>Competence</td>
<td>Affiliation</td>
</tr>
<tr>
<td></td>
<td>Sex</td>
<td>Relatedness</td>
<td>Power</td>
</tr>
</tbody>
</table>

Based on Reeve (2018, p. 72)
Failure to self-regulate physiological needs
People fail at self-regulation for three primary reasons:

■ **Power of biological urges**
  We underestimate how powerful a motivational force biological urges can be when we are not currently experiencing them.

■ **Lack of standards**
  We lack standards, or have inconsistent, conflicting, unrealistic, or inappropriate standards.

■ **Failure to monitor**
  We fail to monitor what we are doing as we become distracted, preoccupied, or intoxicated.

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Chapter 5: Extrinsic motivation and internalisation

The **quality** of motivation is as important as quantity of motivation.

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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)
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

Interested, fun, enjoyable, satisfying psychological needs (i.e., autonomy, competence, relatedness)

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Origins of intrinsic motivation

Intrinsic motivation

Psychological Need Satisfaction

- Autonomy
  - Autonomy Support (from environment and relationships)
- Competence
  - Competence Support (from environment and relationships)
- Relatedness
  - Relatedness Support (from environment and relationships)

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Types of extrinsic motivation

Motivation can be organised along a continuum of self-determination or perceived locus of causality.

Extrinsic motivation

- External regulation
- Introjected regulation
- Identified regulation
- Integrated regulation

Increasing autonomy

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Based on Reeve (2018, p. 107)

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

Based on Reeve (2018, p. 114-116)
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 undermine the individual’s long-term capacity for autonomous self-regulation.

Based on Reeve (2018, p. 112)

Motivating others to do uninteresting activities

Ways to promote more autonomous extrinsic motivation

- **Provide a rationale**: Explain why the activity is important and useful.
- **Build interest**: Catch situational interest in an activity and then develop individual interest in the activity over time.

Based on Reeve (2018, pp. 117-118)

Chapter 6: Psychological needs

To flourish, motivation needs supportive conditions, especially supportive relationships.
Psychological need

- **Inherent** desire to interact with the environment so as to advance personal growth, social development, and psychological well-being.

Based on Reeve (2018, p. 124)

Psychological needs

- **Autonomy**
- **Competence**
- **Relatedness**

Based on Reeve (2015, Ch. 6)

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 (2018, pp. 136-141)

Conditions that satisfy the need for relatedness

- Responsiveness
  - The other person offers understanding, validation, caring
- Social bond
  - The other person cares about my welfare, likes me

Based on Reeve (2018, p. 144)

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

Implicit motives

**Definition:** Enduring, unconscious needs that motivate a person’s behaviour toward attaining specific social incentives. Inferred from a person’s characteristic thought, emotion, and behaviour.

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

Based on Reeve (2018, p. 154)

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)
Acquiring implicit motives

- A teenager plays a sport and encounters skill challenges.
- If these challenges produce positive emotions (interest, joy, pride), then the incentive of being challenged becomes associated with positive emotion and an emotion-based preference for challenging situations develops.
- If these challenges produce negative emotions (anxiety, shame), then the incentive of being challenged becomes associated with negative emotion and no such emotion-based preference for challenging situations develops.
- Over time, challenging situations and positive emotions go hand-in-hand, and it is the anticipation of positive emotion in the face of a challenging task that is the implicit achievement motive.

Based on Reeve (2018, pp. 157)

Streams of behaviour for high achievement need (low and high inhibition)

Power

The need to impact on others

- Conditions that involve and satisfy the need for power
  - Leadership and relationships
  - Aggression
  - Influential occupations
  - Prestige possessions

Power and goal pursuit

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

Based on Reeve (2018, pp. 157-169)
Leadership motive pattern

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

- Traditional
  - ↑ Power
  - ↓ Affiliation
  - ↑ Self-control

- Compassionate
  - ↑ Power
  - ↑ Affiliation
  - ↑ Self-control

Based on Reeve (2018, pp. 172-173)

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.

Plans: Discrepancy between present and ideal states

How one’s life is going

↓

Present state

Discrepancy

Ideal state

= 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).
Types of discrepancy

Discrepancy reduction
Based on the discrepancy-detecting feedback that underlies plans and corrective motivation.

Discrepancy creation
Based on a feed-forward system in which the person looks forward and proactively sets a future, higher goal.

Discrepancy reduction corresponds to plan-based corrective motivation. Discrepancy reduction is reactive, deficiency overcoming, and revolves around a feedback system.

Discrepancy creation corresponds to goal-setting motivation. Discrepancy creating is proactive, growth pursuing, and revolves around a “feed-forward” system.

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

When difficult
Setting a goal
When specific
Enhanced performance

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

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

Feedback
- Feedback is vital for goal attainment
- Provides knowledge of results and documents the performer’s progress towards goal attainment
- Defines performance against a standard
  - Above standard
  - At standard
  - Below standard
- Acts as a reinforcer or punisher

Based on Reeve (2018, pp. 189-190)
Chapter 9: Mindsets

Two people with the same goal but a different mindset will pursue that goal in different ways.

Mindset

- Cognitive frameworks - patterns of brain use
- Once adopted, mindsets 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

Based on Reeve (2018, p. 203)

Mindsets

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

Based on Reeve (2018, p. 203)
**Deliberative vs. Implemental**

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

**Implemental:** Implementation action to achieve a chosen goal. Postdecisional closed-minded thinking that considers only info related to goal attainment and shields against non-goal-related considerations.

Based on Reeve (2018, pp. 203-206)

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**Promotion vs. Prevention**

**Promotion:** Goal striving orientations which distinguish an improvement-based regulatory style. Focuses on advancing the self toward ideals by adopting an eager locomotion behavioural strategy.

**Prevention:** Motivates improvement from a security-based regulatory style. Focuses on preventing the self from not maintaining its duties and responsibilities. Adopts a vigilant behavioural strategy.

Based on Reeve (2018, Table 9.1, p. 203)

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**Growth vs. Fixed**

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

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

Based on Reeve (2018, Table 9.1, p. 203)
Consistency vs. Dissonance
There is a near-universal desire to view oneself as a competent, moral, and reasonable person.

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

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

Based on Reeve (2018, Table 9.1, p. 203)

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Chapter 10: Personal control beliefs
Competent, enthusiastic functioning requires the core beliefs of “I can do it” and “It will work”.

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Motivation to exercise personal control:
- Initial assumptions and understandings
  - People desire control over their environment so as to be able to make:
    - +ve outcomes ↑ likely
    - -ve outcomes ↓ 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 (2018, pp. 228-229)
**Perceived control**

- For such control to happen:
  - The person must be capable of obtaining the sought-after outcomes.
  - Situation in which one attempts to exercise control over needs to be somewhat predictable and responsive to one’s control attempts.

Based on Reeve (2018, p. 229)

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**Expectancies**

**Expectancy**: A subjective prediction of how likely it is that an event will occur.

<table>
<thead>
<tr>
<th>Person</th>
<th>Behaviour</th>
<th>Outcome</th>
</tr>
</thead>
</table>

**Efficacy expectations**
- “Can I do it?”
  - e.g., Can I control my fright and ask him to dance?

**Outcome expectations**
- “Will it work?”
  - e.g., Will he say yes and will we have fun?

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

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**Sources and effects of self-efficacy**

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

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

Based on Reeve (2015, Figure 10.4, p. 235)
Empowerment
Empowerment involves possessing the:
● knowledge
● skills
● self-efficacy beliefs that allow people to exert control over their lives.

Based on Reeve (2018, p. 237)

Mastery versus helplessness
Mastery motivational orientation
● Hardy, resistant portrayal of the self during encounters of failure
● Failure feedback can be helpful and constructive information

Helpless motivational orientation
● Fragile view of the self during encounters of failure
● Failure feedback is a sign of personal inadequacy

Based on Reeve (2018, pp. 239-240)

Explanatory style
Relatively stable cognitively-based personality variable that reflects the habitual way that people explain the reasons why bad events happen to them.

Optimistic explanatory style
● Tendency to explain bad events with attributions that are unstable and controllable
● "I wrecked my car because I wasn’t paying attention at that moment."

Pessimistic explanatory style
● Tendency to explain bad events with attributions that are stable and uncontrollable
● "I wrecked my car because there are nothing but crazy lunatics driving the streets."

Based on Reeve (2018, pp. 246-248)
Chapter 11: The self and its strivings

Boosting self-esteem is a poor motivational strategy. What works is exerting self-control over short-term urges to pursue long-term goals.

How well is your self doing its job?

| Self-Acceptance | Accepts good and bad qualities |
| Positive Relations w/ Others | Warm, satisfying relationships |
| Autonomy | Regulates behavior from within |
| Environmental Mastery | Sense of environmental mastery |
| Purpose in Life | Has aims and objectives for living |
| Personal Growth | Sees improvement in the self |

Based on Reeve (2018, Table 11.1, p. 256) which is based on Ryff (1991)

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
- Reflects the invariance that individuals discover about their social behaviour (way the self is differentiated and articulated in memory)

Based on Reeve (2018, p. 259)
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.

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.

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 way the self relates to society, and it captures the essence of who the self is within a cultural context. It is one’s place in society.
- Once people assume social roles (e.g., mother, bully), their identities direct their behaviours 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

All emotions are good; they serve a functional purpose.

Definition of emotion

“Short-lived, feeling-purposive-expressive-bodily responses that help us adapt to the opportunities and challenges we face during important life events”
What is an emotion?

**Feelings**
- Subjective experience
- Phenomenological
- Cognitive interpretation

**Bodily arousal**
- Bodily preparation for action
- Physiological activation
- Motor responses

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

**Emotion**
- A distinct pattern of neural activity

**Expressive behaviour**
- Social communication
- Facial expression
- Vocal expression

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

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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.

*(Based on Reeve (2018, pp. 290-291))*

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What causes an emotion?

- Significant life event
- Distinct patterns of neural activity
- Cognitive processes
- Biological processes
- Feelings
  - Sense of purpose
  - Bodily arousal
  - Expressive behaviour

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

Based on Reeve (2018, pp. 294-295)

<table>
<thead>
<tr>
<th>Fear</th>
<th>Anger</th>
<th>Disgust</th>
<th>Sadness</th>
<th>Interest</th>
<th>Joy</th>
</tr>
</thead>
<tbody>
<tr>
<td>potential of threat and harm</td>
<td>fighting off threat and harm</td>
<td>rejecting threat and harm</td>
<td>after threat and harm</td>
<td>motive involvement</td>
<td>satisfaction</td>
</tr>
</tbody>
</table>

Response to threat and harm

Response to involvement and satisfaction

What good are the emotions?

Utility of emotion:

**Coping functions** → adapt better to life event

**Social functions** → make social interactions better

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 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

Chapter 14: Individual emotions

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

Outline – Individual emotions

20 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

Based on Reeve (2018, p. 313)

Based on Reeve (2018, p. 339)
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
- **Joy**: Pleasure from desirable outcomes → goal striving
- **Interest**: Curiously, replenishes approach motivation

Based on Reeve (2018, pp. 360-361)

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 (2018, pp. 360-361)

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 (2018, pp. 360-361)
Chapter 15: Unconscious motivation

Motivation often arises from a source outside of conscious awareness.

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 (2018, pp. 4*-4*)

Chapter 16: 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 (2015, pp. 434-435)

Characteristics of self actualising people

1. **Acceptance** of self, 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

**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 (2015, Figure 15.3, p. 445)

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Chapter 17: Interventions

There is nothing so practical as a _good theory_.

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Applying principles of motivation and emotion

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

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

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

Based on Reeve (2018, p. 424)
### Intervention

- **Step-by-step plan to alter existing condition.**
- **Goal:** Promote life outcomes that people care deeply about.
- **Examples:** engagement, skill acquisition, performance, and well-being.
- **Try to change:**
  - environmental conditions and interpersonal relationships
  - motivation and emotion that facilitates

Based on Reeve (2018, p. 424)

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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 (2018, pp. 436-437)
Wisdom gained from a scientific study of motivation & emotion

5. The quality of motivation is as important as 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 (2018, pp. 436-437)

Wisdom gained from a scientific study of motivation and emotion

9. Two people with the same goal but a different mindset will pursue that goal in different ways.

10. Competent, enthusiastic functioning requires the core beliefs of “I can do it” and “it will work”.


Based on Reeve (2018, pp. 436-437)

Wisdom gained from a scientific study of motivation and emotion

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

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

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

Based on Reeve (2018, pp. 436-437)
Wisdom gained from a scientific study of motivation and emotion

15. Encouraging growth is more productive than trying to cure weakness.
16. Motivation often arises from a source outside of conscious awareness.
17. There is nothing so practical as a good theory.

Based on Reeve (2018, pp. 436-437)

Feedback

Learning outcomes

Integrate theories and current research towards explaining the role of motivation and emotions in human behaviour.
Graduate attributes

- Professional
- Global citizen
- Lifelong learner

Feedback

Contribute feedback via ISEQ1, 2, & 3, discussion forum or email:
- What worked for you?
- What didn't work so well for you?
- How could this unit be improved?

References