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

Based on Reeve (2015, p. 496)

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)

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**
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>Antecedent Circumstances</th>
<th>Predicted Motivation/Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 hours of deprivation from food and people</td>
<td></td>
</tr>
<tr>
<td>Threatening (angry) face</td>
<td></td>
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<tr>
<td>Smelling rotting food</td>
<td></td>
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<tr>
<td>Expecting a tangible reward (e.g., money)</td>
<td></td>
</tr>
<tr>
<td>Observing a competence role model</td>
<td></td>
</tr>
<tr>
<td>Unresponsive, uncontrollable environment</td>
<td></td>
</tr>
</tbody>
</table>

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

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 (2015, pp. 498-499)

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 (2015, pp. 498-499)
Motivational framework

**Antecedent conditions**
- Environmental events
- Social contexts

**Motive status**

**Energising, directing, and sustaining:**
- Behaviour
- Engagement
- Brain activity
- Psychophysiology
- Self-report

**Changes in life outcomes:**
- Performance
- Achievement
- Learning
- Adjustment
- Skill, talent
- Well-being

**Needs**

**Cognitions**

**Emotions**

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What is an intervention?

**A step-by-step plan of action to alter an existing condition**

The goal of the intervention is to promote life outcomes that people care deeply about.

**Example goals**

Enhanced engagement, skill acquisition, performance, and well-being.

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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

**EXPLAIN ( Causes )**
- Why people do what they do.
- Why is the person experiencing motivational problems?

**PREDICT ( Sources )**
- How conditions will affect motivation and emotion.
- Identify the key sources of the person’s motivation.

**APPLY ( Strategies )**
- Motivational principles to solve practical problems.
- Apply knowledge about motivation to solve the problem.

Based on Reeve (2009, p. 448)

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Case study scenario: Teenager struggling at school

**EXPLAIN ( Causes )**
- Extrinsic motivation?
- Lack of goals?
- Quality of relationships?
- Lack of meaning?

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

**APPLY ( Strategies )**
- 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 (2005, pp. 501-504)
Autonomy supportive intervention program

Korean middle- and high-school teachers (n = 21) and students (n = 1,158)

ASIP group (10 teachers)
9 hours of intervention to develop autonomy support

Control group (10 teachers)

Outcome measures
• Perceived autonomy (by students and raters)
• Student autonomy need satisfaction
• Classroom engagement

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

Results of Intervention 1

1. Teachers became increasingly more autonomy supportive
2. Increased levels of student autonomy needs satisfaction
3. No change in control group.
4. Conclusion: Teachers can learn how to support students’ psychological needs satisfaction, with positive student outcomes.

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)

Based on Reeve (2015, pp. 504-507)
Growth mindset workshop

Year 9-10 students (N = 111)

Growth mindset condition (3 classrooms) 3 week intervention

Control condition (3 classrooms)

Outcome measures
• Growth mindset
• Aggressive behaviours following peer provocations
• Prosocial behaviors following peer provocations.

Based on Reeve (2015, pp. 504-507)

Results of Intervention 2

1. Experimental group endorsed the growth mindset significantly more than the control group.
2. When provoked by peer exclusion, the experimental group showed less aggressive behaviour and more prosocial behaviour than the control group.
3. Conclusion: Students with a growth mindset show less aggressive and more prosocial behaviours.

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

Intervention 3: Promoting emotion knowledge

- Izard et al. (2008)

Based on Reeve (2015, pp. 504-507)
Intervention to promote emotion knowledge

Children (n = 117)

Teachers (n = 26)

Emotion course condition (15 teachers)
Emotion course (recognise emotion)
Emotion-based prevention (mediation and guided emotional recognition)

Control condition (11 teachers)

Outcome measures
- Emotion knowledge (displayed by children and rated by teachers)
- Positive emotions expressed (rated by teachers)
- Negative emotional episodes (rated by teachers)

Results of Intervention 3
1. Experimental group (compared to the control group) had:
   1. greater gain in emotional knowledge
   2. expressed positive emotions more frequently
   3. lower number of negative emotion
2. Conclusion: Children can increase their emotional knowledge and, when they do, increase their capacity for effective emotion regulation.

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

San Francisco community members (N = 100)

Cultivating compassion (n = 60)
9-week intervention program involving experiential exercises

Outcome measures
• Compassion for others
• Compassion for self
• Affect and emotion regulation

Control condition (n = 40)

Based on Reeve (2015, pp. 510-513)

Results of Intervention 4
1. Experimental group (compared to the control group) had:
   1. increased compassion for others and their self
   2. decreased worry and suppression of emotion
2. Conclusion: People can learn how to cultivate a greater capacity for compassion.

Based on Reeve (2015, pp. 510-513)

References
Open Office Impress

- This presentation was made using Open Office Impress.
- Free and open source software.
Outline – Review

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

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://goo.gl/Qhi5D5
Review of key content

Reading:
Reeve (2015)
Chs 1-17

Chapter 1: Introduction

Motivation and emotion: Etymology

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

Image source: http://commons.wikimedia.org/wiki/File:Running_Samburu_Boy.jpg
**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.

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**Framework for understanding and studying motivation**

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

- **Antecedent conditions**
  - Environmental events
  - Social contexts

- **Motive status**
  - Needs
  - Cognitions
  - Emotions

- **Energising, directing, and sustaining**
  - Behaviour
  - Engagement
  - Brain activity
  - Psychophysiology
  - Self-report

- **Changes in life outcomes**
  - Performance
  - Achievement
  - Learning
  - Adjustment
  - Skill, talent
  - Well-being

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**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.

Abbreviated list of mini-theories

<table>
<thead>
<tr>
<th>Theory</th>
<th>Reference</th>
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<tbody>
<tr>
<td>Achievement motivation theory</td>
<td>Atkinson, 1964</td>
</tr>
<tr>
<td>Attributional theory of achievement motivation</td>
<td>Weiner, 1972</td>
</tr>
<tr>
<td>Cognitive dissonance theory</td>
<td>Festinger, 1957</td>
</tr>
<tr>
<td>Effort-reward contingency</td>
<td>White, 1959</td>
</tr>
<tr>
<td>Expectancy x Value Theory</td>
<td>Vroom, 1964</td>
</tr>
<tr>
<td>Goal-setting theory</td>
<td>Locke, 1968</td>
</tr>
<tr>
<td>Intrinsic motivation</td>
<td>Deci, 1975</td>
</tr>
<tr>
<td>Learned helplessness theory</td>
<td>Seligman, 1975</td>
</tr>
<tr>
<td>Reactance theory</td>
<td>Brehm, 1966</td>
</tr>
<tr>
<td>Self-efficacy theory</td>
<td>Bandura, 1977</td>
</tr>
<tr>
<td>Self-schemas</td>
<td>Markus, 1977</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, Ch 2, p. 39)

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.

There are domain-specific answers to core questions:
- What causes behaviour?
- Why does behaviour vary in its intensity?

Based on Reeve (2015, Ch 2, Figure 2.3, p. 42)
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.”

Based on Reeve (2015, pp. 52-53)

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**
  (hrelin/leptin for hunger/satiation, 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.

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.

If neglected or frustrated, the need’s thwarting will produce damage that disrupts biological or psychological well-being.

Based on Reeve (2015, p.85)

Need structure: Types of needs

Physiological needs (Chapter 4)
- Thirst
- Hunger
- Sex

Psychological needs (Chapter 6)
- Autonomy
- Competence
- Relatedness

Implicit motives (Chapter 7)
- Achievement
- Affiliation
- Power

Inherent within the workings of biological systems

Inherent within the strivings of human nature and healthy development

Internalised or learned from our emotional and socialisation histories

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.

Chapter 5: Extrinsic motivation

Extrinsic motivation

Environmentally-created reason (e.g., incentives or consequences) to engage in an action or activity.

“Do this in order to get that” type of motivation

requested behaviour extrinsic incentive or consequence

“What’s in it for me?” motivation

Based on Reeve (2009, p. 105)
Intrinsic motivation

The inherent desire to engage one's interests and to exercise and develop one's capacities.

“"I am doing this because it is ...” type of motivation

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

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)

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.

Extrinsic motivation

External regulation

Introjected regulation

Identified regulation

Integrated regulation

Increasing autonomy
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

Providing a rationale
Explain why the uninteresting activity is important and useful enough to warrant one’s volitional engagement.

Building interest
Involves first catching one’s situational interest in an activity and then holding that initial interest over time by developing an individual interest in the activity.

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. 166-167)
Involving competence

Key environmental conditions

- **Optimal challenge and flow**
  - Flow: a state of concentration that involves a holistic absorption in an activity

- **Structure**
  - Information about the pathways to desired outcomes
  - Support & guidance for pursuing those 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: Interaction 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

- **Fruits of relatedness need satisfaction**
  - Engagement, developmental growth, health, and well-being

*Based on Reeve (2015, pp. 174-178)*

What makes for a good day?

- **Daily autonomy**
- **Psychological nutriments necessary for good days**
- **Daily competence**
- **Daily relatedness**

*Based on Reeve (2015, pp. 180-181)*

**Psychological nutriments necessary for good days, positive well-being, and vitality**
Chapter 7: Implicit motives

Implicit needs

**Definition:** Enduring, non-conscious needs that motivates a person’s behavior toward attaining specific social incentives.

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

Based on Reeve (2015, pp. 185-186)

Social needs

**Definition:** Acquired psychological process that grows out of one’s socialisation history and that activate need-relevant incentive.

**Examples:**
- Achievement
- Affiliation
- Power

Based on Reeve (2015, pp. 187-188)
Achievement

Need for achievement
• Desire to do well relative to a standard of excellence

Standard of excellence
• Any change 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)

Conditions that involve & satisfy the affiliation and intimacy needs

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

Need-involving condition
Affiliation need
Deficiency-oriented motive
• Deprivation from social interaction: Social isolation and fear

Intimacy need
Growth-oriented motive
• Interpersonal caring, warmth, and love

Need-satisfying condition
Social acceptance, approval, and reassurance
• Relatedness within warm, close, reciprocal & enduring relationships

Power

The need to impact on others

Conditions that involve and satisfy the need for power
• Leadership
• Aggressiveness
• Influential occupations
• Prestige possessions

Power and goal pursuit
• Power increases approach tendencies.
• People high in the need for power more easily acquire the goals they seek.

Based on Reeve (2015, pp. 202-205)
**Leadership motive pattern**

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

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

**Chapter 8: Goal setting and goal striving**

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

**Discrepancy between present and ideal states**

Based on Reeve (2015, pp. 218-219)
Difficult and specific goals raise performance to remove goal-performance discrepancies

Setting a goal

When specific

When difficult

Enhanced performance

Directed behaviour
• Increases attention, person works with focus
• Increases planning, person works smarter

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

Feedback

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

Based on Reeve (2015, Figure 8.2, pp. 224)

Based on Reeve (2015, p. 225)

Based on Reeve (2015, pp. 219-220)
Chapter 9: Mindsets

Mindsets

- Cognitive frameworks that guide attention, info processing, decision making, and thinking about effort, success, failure, and self
- Downstream effects on thinking, feeling, and behaving
- Differ between people

Based on Reeve (2015, p. 240)

Four mindsets

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

Based on Reeve (2015, p. 240)
Mindset 1: Deliberative-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)

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Mindset 2: Promotion-Prevention

Goal striving orientations which motivate improvement and the possibility 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 behavioral strategy.

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

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Mindset 3: Growth-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)
Mindsets 4: Consistency-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)

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:
  - positive outcomes ↑ likely
  - negative outcomes ↓ likely
- Exercising **personal control** is predicated upon a person’s **belief** that s/he has the power to influence results favourably.
- 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)

Two kinds of expectancies: Efficacy and outcome

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, and beliefs that allow people to exert control over their lives.

- **Self-efficacy beliefs**
  - Knowledge
  - Skills
  - Empowerment

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

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**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)

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**Explanatory style:**

Relatively stable, cognitively-based personality orientation

- **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

Attributions vary in their locus, stability and controllability

Based on Reeve (2015, pp. 293-295)
Chapter 11: The self and its strivings

Aspects of the self

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

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

a reflection of the invariance people have discovered in their own social behaviour.
(the way the self has been 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)

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**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)

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**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.

Based on Reeve (2015, pp. 313-315)
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 behaviors (identity-confirming behaviors) and to avoid other behaviors (identity-disconfirming behaviors).

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.”
What is an emotion?

Feelings
- Subjective experience
- Phenomenological awareness
- Cognitive interpretation

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

Emotion
A distinct pattern of neural activity

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

Social-expressive
- Social communication
- Facial expression
- Vocal expression

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
Emotions serve as an ongoing "readout" to indicate how well or how poorly personal adaptation is going.

Based on Reeve (2015, p. 343)

What causes an emotion?

Significant life event

Distinct pattern of neural activity

Cognitive processes
- Sense of purpose

Feelings

Biological processes
- Bodily arousal
- Social-expressive

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

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

Basic emotions

<table>
<thead>
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<th>Fear</th>
<th>Anger</th>
<th>disgust</th>
<th>sadness</th>
<th>interest</th>
<th>joy</th>
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</thead>
<tbody>
<tr>
<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>
<td></td>
</tr>
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</table>

Negative emotion theme
- Response to threat and harm

Positive emotion theme
- Response to involvement and satisfaction

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What good are the emotions?

Utility of emotion

Coping functions  Social functions

Based on Reeve (2015, pp. 352-353)

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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

**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
- Cultural construction of emotion

Based on Reeve (2015, p. 369)

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Chapter 14: Individual emotions

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Outline – Individual emotions

**Basic**
- Fear
- Anger
- Disgust
- Contempt
- Sadness
- Joy
- Interest

**Self-conscious**
- Shame
- Guilt
- Embarrassment
- Pride
- Triumph

**Cognitively complex**
- Envy
- Gratitude
- Disappointment
- Regret
- Hope
- Schadenfreude
- Empathy
- Compassion

Based on Reeve (2015, p. 404)
Summary: Basic (7)

- **Fear**: Motivates self-protection in face of perceived danger or threat
- **Anger**: Engenders one to overcome obstacle in goal pursuit
- **Disgust**: Repulsion against contaminated object
- **Contempt**: Feeling of moral superiority to maintain social order
- **Sadness**: Self-reflection following loss or separation
- **Joy**: Pleasure from desirable outcomes; motivates interaction and goal striving
- **Interest**: Curiosity which replenishes and motivates exploration, engagement and learning.

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

Summary: Self-conscious (5)

- **Shame**: Violation of moral and competency standards
- **Guilt**: Realisation that one's behaviour caused, with desire to repair
- **Embarrassment**: Social blunder indicates something amiss with the self
- **Pride**: Arises from success; Authentic pride and Hubristic pride
- **Triumph**: Reaction to competitive victory; self-expression and dominance over another

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

Summary: Complex (8)

- **Envy**: Arises from others' good fortune; Benign and Malicious
- **Gratitude**: Arises from receiving a gift from another; can lead to communal or exchange relations
- **Disappointment**: Non-occurrence of positive outcome: Leads to resignation and inertia
- **Regret**: Non-occurrence of positive outcome: Motivates making different decisions in future
- **Hope**: Wish that a desired goal be obtained; motivates persistence
- **Schadenfreude**: Pleasure at the misfortune of others
- **Empathy**: Feeling emotions of another; arises from mimicry and perspective-taking
- **Compassion**: Arises from other's suffering (negative) or overcoming suffering (positive)

Based on Reeve (2015, pp. 427)
Chapter 15: Unconscious motivation

Contemporary psychodynamic perspective

1. The unconscious
   Much of mental life is unconscious.

2. Psychodynamics
   Mental processes operate in parallel with one another.

3. Ego development
   Healthy development involves moving from an immature, socially dependent personality to one that is more mature and interdependent with others.

4. 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

Characters 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

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
Fully functioning person

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. Use validated theory(ies) to explain motivational phenomenon.
2. Predict rise and fall of motivational and emotional states.
3. Find practical solutions to real-world motivational and emotional problems.

Based on Reeve (2015, p. 497)
What is an intervention?

**A step-by-step plan of action to alter an existing condition.**

**Goal:** to promote life outcomes that people care deeply about.

**Example goals**

Enhanced engagement, skill acquisition, performance and well-being.

Based on Reeve (2015, p. 476)

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Pearls of wisdom / Nuggets of truth

Image source: https://commons.wikimedia.org/wiki/File:Treasurechest.svg
Image source: https://commons.wikimedia.org/wiki/File:Pearl_1.svg

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)
Wisdom gained from a scientific study of motivation & emotion

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 not do our best when we “try to do our best”; rather, we do our best when have a specific plan of action to **pursue a difficult, specific and self-congruent goal**.

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 two core beliefs of “**I can do it**” and “**It will work**”.

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

Wisdom gained from a scientific study of motivation and emotion

12. All **emotions are good**: all emotions serve a functional purpose.

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

14. The more sophisticated and complex our **emotional repertoire** is, the more likely we are to have the right emotions for every situation.
Wisdom gained from a scientific study of motivation and emotion

15. Encouraging growth is more productive than is 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.

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

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

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