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

Brief experimental manipulations

<table>
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<tr>
<th>Chapter</th>
<th>Motivation/Condition</th>
<th>Experimental Manipulation</th>
</tr>
</thead>
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<td>1</td>
<td>Trust</td>
<td>Support from a close friend</td>
</tr>
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<td>2</td>
<td>Social Attraction</td>
<td>Facial mimicry of positive affect</td>
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<td>Emotion</td>
<td>Expressing positive emotions</td>
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<td>4</td>
<td>Anxiety</td>
<td>Opportunity for venting emotions</td>
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<td>Discouragement</td>
<td>Experiencing failure</td>
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<td>Growth Mindset</td>
<td>Experiencing a growth mindset</td>
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<td>Self-Efficacy</td>
<td>Receiving positive feedback</td>
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<td>9</td>
<td>Self-Confidence</td>
<td>Receiving a high grade</td>
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<td>10</td>
<td>Positive Emotion</td>
<td>Receiving a positive compliment</td>
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<td>11</td>
<td>Submissiveness</td>
<td>Experiencing an exclusionary event</td>
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<tr>
<td>12</td>
<td>Incongruence</td>
<td>Experiencing a conflictual situation</td>
</tr>
<tr>
<td>13</td>
<td>Obsession</td>
<td>Experiencing a stressful event</td>
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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 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.

Framework for understanding and studying motivation

Antecedent conditions
- Environmental events
- Social contexts

Motivation
- Needs
- Cognitions
- Emotions

Energising, directing, and sustaining
- Behavior
- Engagement
- Brain activity
- Physiology
- Self-report

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

### 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**

<table>
<thead>
<tr>
<th>Achievement goals</th>
<th>Ego development</th>
<th>Opponent process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectancy x Value</td>
<td>Positive affect</td>
<td>Imagination</td>
</tr>
<tr>
<td>Feedback</td>
<td>Reinforcement</td>
<td>Self-deception</td>
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<tr>
<td>Goal-setting</td>
<td>Relapse</td>
<td>Self-actualization</td>
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<tr>
<td>Locus of control</td>
<td>Self-aggrandizement</td>
<td></td>
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<tr>
<td>Trait</td>
<td>Self-evaluation</td>
<td></td>
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</tbody>
</table>

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

**Example conditions**

- 24 hours of deprivation from food and people
- Threatening (angry) face
- Smelling rotting food
- Expecting a tangible reward (e.g., money)
- Observing a competence role model
- Unresponsive, uncontrollable environment

Based on Reeve (2018, pp. 424-425)

### 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

Based on Reeve (2018, pp. 424-425)

**Overcome**
- Restraining-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, p. 426)

### 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)

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)

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>Middle- and high-school teachers (n = 21) and students (n = 1,158)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental group</strong> (10 teachers) 9 hours of intervention to develop autonomy support</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>[ \uparrow \text{Autonomy support (by teachers)} ]</td>
</tr>
<tr>
<td>[ \uparrow \text{Autonomy need satisfaction (students)} ]</td>
</tr>
<tr>
<td><strong>Control group</strong> (10 teachers)</td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
</tr>
<tr>
<td>[ = \text{No change} ]</td>
</tr>
</tbody>
</table>

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)

Growth mindset workshop

- Year 9-10 students (N = 111)
- Growth mindset condition (3 classrooms)
- Control condition (3 classrooms)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Growth mindset condition (following peer provocation)</th>
<th>Control condition (3 classrooms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>↑ Growth mindset</td>
<td>↑ Prosocial behaviour</td>
<td>↓ Aggressive behaviour (following peer provocation)</td>
</tr>
</tbody>
</table>

= No change

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

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)

Intervention to promote emotion knowledge

<table>
<thead>
<tr>
<th>Children (n = 117)</th>
<th>Teachers (n = 26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotion course condition (15 teachers)</td>
<td>Control condition (11 teachers)</td>
</tr>
<tr>
<td>How to recognise and guide emotional recognition</td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>Outcomes</td>
</tr>
<tr>
<td>↑ Emotion knowledge</td>
<td>↑ Expression of positive emotions</td>
</tr>
<tr>
<td>↓ Negative emotion</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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?

Motivation and emotion: Etymology

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

Chapter 1: Introduction

Human nature can be discovered using scientific methods.
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

Chapter 2: Motivation in historical perspective

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

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

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.

Relationship of motivation study to psychology's areas of specialisation

Based on Reeve (2018, Ch 2, p. 33)
Chapter 3: The motivated and emotional brain

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

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/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

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

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

Based on Reeve (2018, p. 46)
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.

Chapter 5: Extrinsic motivation and internalisation
The quality of motivation is as important as quantity of 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)

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)

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
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

Based on Reeve (2018, p. 100)
Based on Reeve (2018, p. 107)
Based on Reeve (2018, p. 105)
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.

Based on Reeve (2018, p. 124)

Psychological needs

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

Based on Reeve (2015, Ch. 6)

Psychological needs

- Autonomy
- Competence
- Relatedness

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.

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

- A special variant of the need for power is the leadership motive pattern:
  - Traditional: ↑ Power, ↓ Affiliation, ↑ Self-control
  - Compassionate: ↑ Power, ↑ Affiliation, ↑ Self-control

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.
Types of discrepancy

Based on Reeve (2018, p. 185)

Discrepancy reduction
- Detecting feedback that underlies plans and corrective motivation.
- Corresponds to plan-based corrective motivation.
- 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.
- Corresponds to goal-setting motivation.
- Proactive, growth pursuing, and revolves around a “feed-forward” system.

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

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

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

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

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

Mindsets

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

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)

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)

Chapter 10: Personal control beliefs

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

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.

**Expectancies**

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

**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)

**Empowerment**

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

**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

**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 uncontrollable
- “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.”
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?

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

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.

Based on Reeve (2018, pp. 259-260)

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 (2018, p. 260)

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 (2018, pp. 263-266)
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?

Emotion

Feelings
- Subjective experience
- Phenomenological
- Cognitive interpretation

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

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

Expressive behaviour
- Social communication
- Facial expression
- Vocal expression

Significant life event

A distinct pattern of neural activity

What causes an emotion?

Significant life event

Distinct patterns of neural activity

Cognitive processes

Biological processes

Feelings

Sense of purpose

Bodily arousal

Expressive behaviour

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.
Basic emotions

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

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Antecedents</th>
<th>Time Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear</td>
<td>potential of threat and harm</td>
<td>short-lived</td>
</tr>
<tr>
<td>Anger</td>
<td>fighting off threat and harm</td>
<td>short-lived</td>
</tr>
<tr>
<td>Disgust</td>
<td>rejecting threat and harm</td>
<td>short-lived</td>
</tr>
<tr>
<td>Sadness</td>
<td>after threat and harm</td>
<td>short-lived</td>
</tr>
<tr>
<td>Interest</td>
<td>motive involvement</td>
<td>long-lived</td>
</tr>
<tr>
<td>Joy</td>
<td>satisfaction</td>
<td>long-lived</td>
</tr>
</tbody>
</table>

Response to significant life events

What good are the emotions?

Utility of emotion:

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

- **Social functions**
  → make social interactions better

Based on Reeve (2019, pp. 299-301)

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

<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>Complex appraisal</td>
</tr>
<tr>
<td>Brain activity</td>
<td>Appraisal process</td>
<td>Social sharing of emotion</td>
</tr>
<tr>
<td>Facial Feedback Hypothesis</td>
<td>Emotion differentiation</td>
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<td></td>
<td>Emotion knowledge</td>
<td></td>
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<td>Attributions</td>
<td></td>
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<td></td>
<td>Emotions affect cognition</td>
<td></td>
</tr>
</tbody>
</table>

Based on Reeve (2018, p. 313)

## 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. 339)

## 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.

## 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 (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, 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

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

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

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

Chapter 17: Interventions

There is nothing so practical as a good theory.

Applying principles of motivation and emotion

Explain:
Why do people do what they do?
Have a 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)

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)

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