Motivation & Emotion

Psychological & social needs

Dr James Neill
Centre for Applied Psychology
University of Canberra
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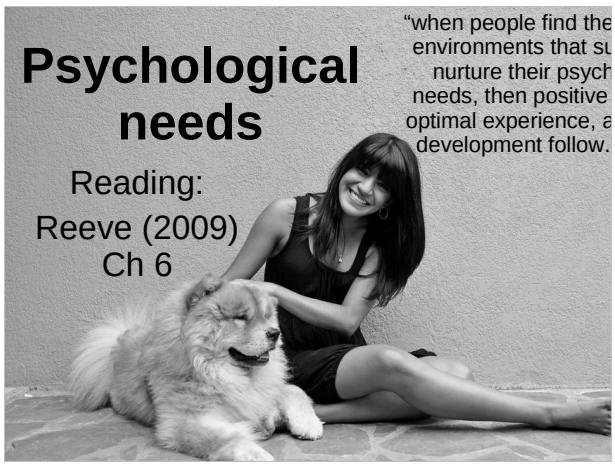
Image source

Overview

1. Psychological needs
2. Social needs



Psychological need

An inherent source of motivation that generates the desire to interact with the environment so as to advance personal growth, social development, and psychological well-being.

Based on Reeve (2009, pp. 142-143)

Organismic approach to motivation

Two assumptions:

- People are inherently active.
- Person-environment dialectic.

Based on Reeve (2009, p. 143)

Person-environment dialectic

In dialectic, the relationship between person and environment is reciprocal (two-way); the environment acts on the person and the person acts on the environment. Both the person and the environment constantly change.

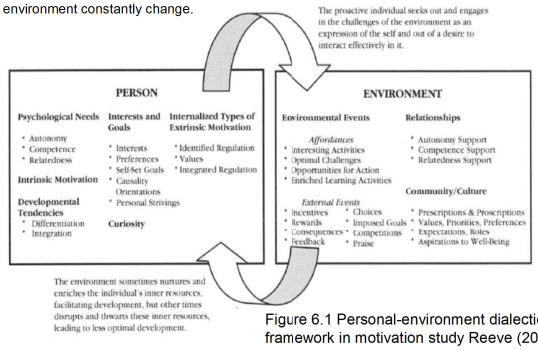


Figure 6.1 Personal-environment dialectical framework in motivation study Reeve (2009)

Self-determination theory

Three psychological needs

Autonomy	Competence	Relatedness

Based on Reeve (2009, p. 145)

RSA Animate – Drive: The surprising truth about what motivates us: Dan Pink

RSA Animate (10 mins)

http://www.youtube.com/watch?v=u6XAPnuFjJc

Autonomy

Autonomy is the psychological need to experience self-direction and personal endorsement in the initiation and regulation of one's behaviour.

Based on Reeve (2009, p. 145)

Behaviour is autonomous (or self-determined) when our interests, preferences, and wants guide our decision-making process to engage or not to engage in a particular activity.

Perceived autonomy

Figure 6.2 Three subjective qualities within the experience of autonomy (Reeve, 2009)

Perceived autonomy

Internal perceived locus of causality	Volition (Feeling free)	Perceived choice over one's actions
An individual's understanding of the causal source of his or her motivated actions	An unpressured willingness to engage in an activity	Sense of choice in environments that provide decision-making flexibility that affords many opportunities to choose

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The conundrum of choice

Not all choices promote autonomy.

Based on Reeve (2009, p. 147)

"either-or" choice offerings

Choice among options offered by others fails to tap into and involve the need for autonomy

True choice over people's actions

Meaningful choice that reflects people's values & interests

- Enhances a sense of need-satisfying autonomy
- Enhances intrinsic motivation, effort, creativity, preference for challenge, and performance

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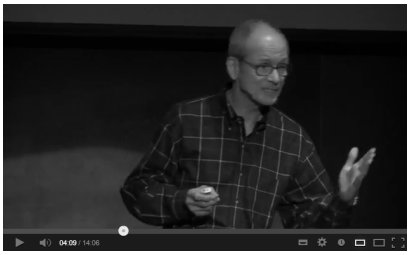
Promoting Motivation, Health, and Excellence: Ed Deci

TEDx Talks (14 mins)

http://www.youtube.com/watch?v=VGrcets0E6I



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Supporting autonomy: Definitions

Based on Reeve (2009, Table 6.1)

Autonomy support

Interpersonal sentiment and behaviour to identify, nurture, and develop another's inner motivational resources

Control

Interpersonal sentiment and behaviour to pressure another toward compliance with a prescribed way of thinking, feeling, or behaving

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Supporting autonomy: Enabling condition

Based on Reeve (2009, Table 6.1)

Autonomy support

- Takes the other person's perspective
- Values personal growth opportunities

Control

- Pressures the other person toward a prescribed outcome
- Targets a prescribed outcome

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Supporting autonomy: Instructional behaviours

Based on Reeve (2009, Table 6.1)

Autonomy support

- Nurtures inner motivational resources
- Relies on informational language
- Promoting valuing
- Acknowledges and accepts negative affect

Control

- Relies on outer sources of motivation
- Relies on pressuring language
- Neglects explanatory rationales
- Asserts power to silence negative affect and to resolve conflict

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Four essential ways of supporting autonomy

Based on Reeve (2009, p. 149)

1. Nurture inner motivational resources
2. Rely on informational language
3. Promote explanatory rationales
4. Acknowledge & accept negative feedback

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Four essential ways of supporting autonomy

Based on Reeve (2009, p. 149)

1. Nurture inner motivational resources

Autonomy-supportive motivators

- Encourage initiative of others by identifying their interests, preferences, and competences.
- Find ways to allow others to behave in ways that express these interests, preferences, and competences.

Controlling motivators

- Forgo inner motivational resources.
- Rely on extrinsic motivators (e.g., incentives, directives, consequences, and deadlines).

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Four essential ways of supporting autonomy

Based on Reeve (2009 pp. 150-151)

2. Rely on informational language

Autonomy-supportive motivators

- Treat listlessness, poor performance, & inappropriate behaviour as motivational problems to be solved
- Address the motivational problem with flexible & informational language
  - Diagnose the cause of the motivational problems
  - Provide feedback to identify points of improvement & progress

Controlling motivators

- Use a pressuring, rigid, and "no nonsense" communication style

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Four essential ways of supporting autonomy

Based on Reeve (2009 p. 151)

3. Promote explanatory rationales

Autonomy-supportive motivators

- Communicate the value, worth, meaning, utility, or importance of engaging in uninteresting tasks
- Using a "because" phrase to explain why the uninteresting activity is worth the other's time and effort

Controlling motivators

- Do not take the time to explain the use of importance in engaging in these sorts of activities
  - Saying "Just get it done" or "Do it because I told you to do it"

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Four essential ways of supporting autonomy

Based on Reeve (2009, pp. 151-152)

4. Acknowledge and accept negative feedback

Autonomy-supportive motivators

- Listen carefully to the expressions of negative affect and resistance and accept them as valid reactions
- Work collaboratively with the other person to solve the underlying cause of the negative affect and resistance

Controlling motivators

- Ignore the other's expressions of negative affect and resistance
- Try to change the negative affect into something more acceptable

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Moment-to-moment autonomy support

Based on Reeve (2009, Table 6.2, p. 152)

Table 6.2 What autonomy-supportive and controlling people say and do to motivate others

- Listen carefully
- Allow others time to talk
- Provide rationale
- Encourage effort
- Praise progress, mastery
- Ask others what they want to do
- Respond to questions
- Acknowledge the other's perspective

- Hold/hog learning materials
- Show correct answers
- Tell correct answers
- Speak directives, commands
- Should, must, have to statements
- Ask controlling questions
- Seem demanding

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Benefits from autonomy support

Motivation	• Autonomy, competence, relatedness • Intrinsic motivation • Mastery motivation & perceived control • Curiousity • Internalised values
Engagement	• Engagement • Positive emotion • Less negative emotion • Class attendance • Persistence • School retention vs. dropping out
Development	• Self-worth • Creativity • Preference for optimal challenge

Based on Reeve (2009), Figure 6.3

Benefits from autonomy support

Learning	• Conceptual understanding • Deep processing • Active information processing • Self-regulation strategies
Performance	• School retention vs. dropping out • Grades task performance • Standardised test scores
Psychological well-being	• Psychological well-being • Vitality • School/ life satisfaction

Based on Reeve (2009), Figure 6.3

Example: Study 1

Self-determination and persistence in a real-life setting: Toward a motivational model of high school dropout (Vallerand, Fortier, & Guay, 1997)

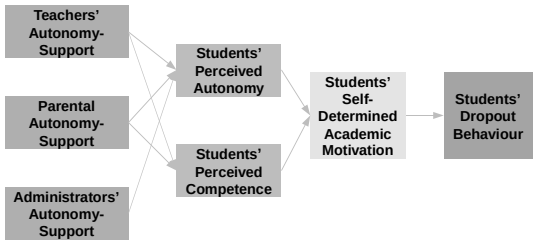

Figure 6.4 Motivational Model of High-School Dropouts, p. 154

Based on Reeve (2009, pp. 153-154)

Based on Reeve (2009, p. 154)

Example: Study 2

Setting limits on children's behaviour:
Three differential effects of controlling vs. informational styles on intrinsic motivation and creativity
(Koestner et al., 1984)

Table 6.3 Children's Motivational Benefits from Autonomy-Supportive (Rather Than Controlling) Rules

Dependent Measure		Rules Communicated in a Controlling Way	Rules Communicated in a Autonomy-Supportive Way
Enjoyment	M	4.87	5.57
	(SD)	(0.99)	(0.65)
Free Choice Behavior	M	107.7	257.1
	(SD)	(166.0)	(212.6)
Creativity	M	4.80	5.34
	(SD)	(1.16)	(1.17)
Technical Goodness	M	4.88	5.90
	(SD)	(0.87)	(1.28)
Quality	M	4.84	5.62
	(SD)	(0.68)	(1.06)

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Competence

A psychological need to be effective in interactions with the environment.

Based on Reeve (2009, pp. 154-155)

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Involving competence

Key environmental conditions

Based on Reeve (2009, pp. 155-159)

1. Optimal challenge and flow	• **Flow:** a state of concentration that involves a holistic absorption in an activity
2. Interdependency between challenge and feedback	• Setting the stage for challenge • Performance feedback
3. Structure	• Information about the pathways to desired outcomes • Support and guidance for pursing these pathways
4. Failure tolerance	• Considerable error making is essential for optimising learning. • Failure produces opportunities for learning.

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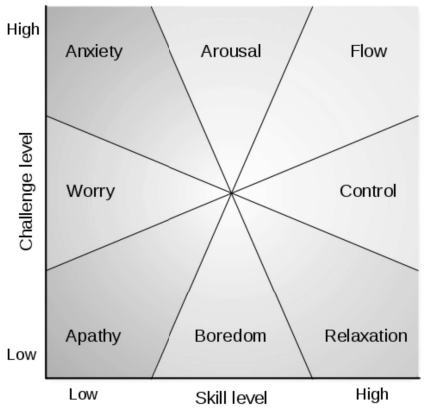
Involving competence

Flow



Supporting competence

Based on Reeve (2009, pp. 159-161)

Positive Feedback

Four sources

- Task itself
- Comparisons of one's current performance with:
  - one's own past performance
  - the performance of others
- Evaluations of others

Pleasure of optimal challenge and positive feedback

- Harter's anagram study (1974, 1978b)
- Children experience the greatest pleasure following success in the context of moderate challenge

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Relatedness

A psychological need to establish close emotional bonds and attachments with other people. The desire to be emotionally connected to and interpersonally involved in warm relationships.

Based on Reeve (2009, p. 161)

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Relatedness

Involving relatedness: Interaction with others	• Emotionally positive interactions and interaction partners
Supporting relatedness: Perception of a social bond	• Intimate and high-quality relationships that involve 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
Internalisation	• Relationships that provide a rich supply of relatedness need satisfaction and clear and convincing rationale for the other's prescriptions and proscriptions

Based on Reeve (2009, pp. 162-165)

Putting it all together: Social contexts that support psychological needs

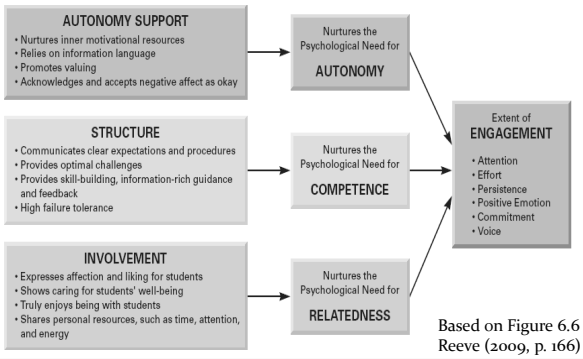
Table 6.4 Environmental Factors that Involve and Satisfy the Psychological Needs

Psychological Need	Environmental Condition that Involves the Need	Environmental Condition that Satisfies the Need
Autonomy	Opportunities for self-direction	Autonomy support
Competence	Optimal challenge	Positive feedback
Relatedness	Social interaction	Communal relationships

Based on Reeve (2009, pp. 165-167)

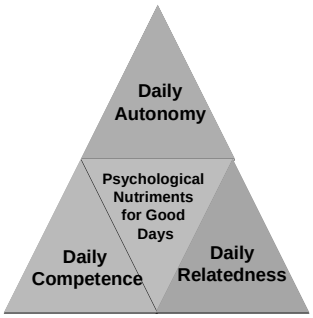
Engagement

Figure 6.6 The Engagement Model Based on Psychological Need Satisfaction



Based on Figure 6.6
Reeve (2009, p. 166)

What makes for a good day?



Based on Reeve (2009 pp. 167-168)

Psychological Nutriments necessary for Good Days, Positive Well-Being, and Vitality

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Quasi-needs

Definition: Ephemeral, situationally-induced wants that create tense energy to engage in behasviour capable of reducing the built-up tension.

Examples:
- needing money at the store
- a Band-Aid after a cut
- an umbrella in the rain

Based on Reeve (2009, pp. 173)

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Social needs

Definition: An acquired psychological process that grows out of one's socialisation history that activates emotional responses to a particular **need-relevant incentive**.

Examples:
- Achievement
- Affiliation
- Intimacy
- Power

Based on Reeve (2009, p. 173)

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Primary need-activating incentive

Incentive that activates each social need's emotional and behaviour potential

Social need	Incentive that activates each need
Achievement	Doing something well to show personal competence
Affiliation	Opportunity to please others and gain their approval
Intimacy	Warm, secure relationship
Power	Having impact on others

Based on Reeve (2009, Table 7.2, p. 175)

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Achievement

Based on Reeve (2009, pp. 175-176)

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-oriented vs. avoidance-oriented emotions
- Differences in Choice, Latency, Effort, Persistence, and Willingness to take personal responsibility for successes and failures

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Origins of the need for achievement

Socialisation influences

- Parents' independence training, high performance aspirations, realistic standards of excellence, positive valuing of achievement-related pursuits, etc.

Cognitive influences

- Perceptions of high ability
- Mastery orientation
- High expectations for success
- Strong valuing of achievement
- Optimistic attributional style

Based on Reeve (2009, pp. 176-178)

Developmental influences

- Achievement–related beliefs, values, and emotions all show predictable developmental patterns.

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Atkinson's model

Tendency to Achieve (*Ta*) | **Tendency to Approach Success (*Ts*)** | **Tendency to Avoid Failure (*Taf*)**

$$Ta = (Ms \times Ps \times Is) - (Maf \times Pf \times If)$$

- Ms: Motive to Success
- Ps : Perceived Probability of Success
- Is : Incentive Value of Success

- Maf: Motive to Avoid Failure
- Pf: Perceived Probability of Failure (1- Ps)
- If: Negative Incentive value for Failure (1- Is)

Based on Reeve (2009, pp. 178-180)

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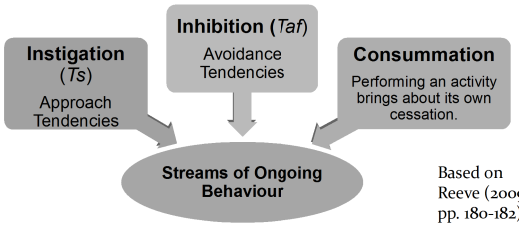
Dynamics-of-action model



Based on Reeve (2009, pp. 180-182)

Figure 7.1 Streams of Behaviour for People High and Low in Ms and Maf

1. Latency to begin an achievement depends on motive strength. (Ms vs. Maf)
2. Persistence on an achievement task depends on motive strength. (Ms vs. Maf)
3. Switching to a non-achievement task occurs with rising consumption.

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Conditions that involve & satisfy the need for achievement

Based on Reeve (2009, pp. 182-183)

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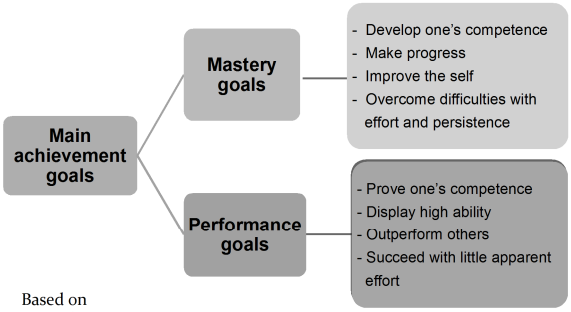
Achievement goals



Based on Reeve (2009, pp. 183-184)

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Benefits of adopting mastery goals

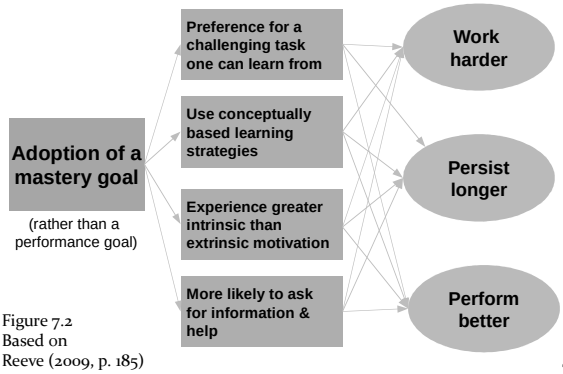

Figure 7.2
Based on Reeve (2009, p. 185)

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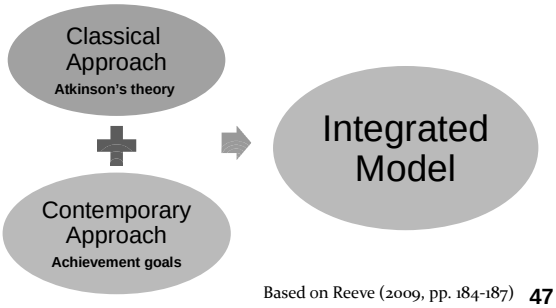
Achievement goals in the classroom (Ames & Archer, 1988)

Table 7.4 Manifestations of Mastery and Performance Goals in the Classroom Context

Classroom Dimension	Mastery Goal	Performance Goal
Success defined as	*Improvement, progress*	*High grades, high normative performance*
Value placed on	*Effort, learning*	*Normatively high ability*
Reasons for satisfaction	*Working hard, challenge*	*Doing better than others*
Teacher oriented toward	*How students are learning*	*How students are performing*
Views errors or mistake as	*Part of learning*	*Anxiety eliciting*
Focus of attention	*Process of learning*	*Own performance relative to others' performance*
Reasons for effort	*Learning something new*	*High grades, performing better than others*
Evaluation criteria	*Absolute progress*	*Normative*

Based on Reeve (2009, p. 186)

Integrating classical & contemporary approaches to achievement motivation



Based on Reeve (2009, pp. 184-187)

Antecedents & consequences of the three achievement goals (Elliot & Church, 1997)

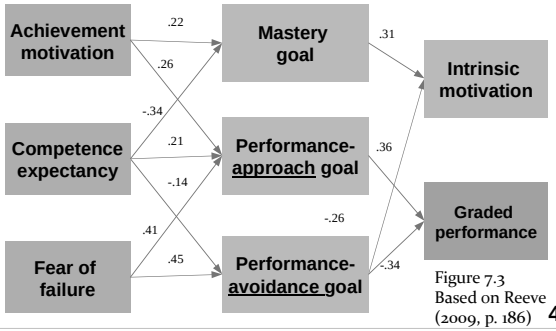
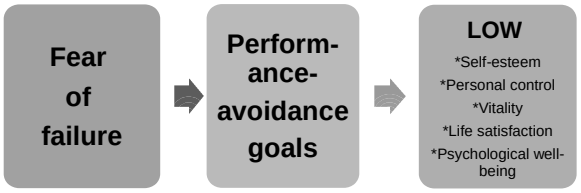


Figure 7.3
Based on Reeve (2009, p. 186)

Avoidance motivation & well-being



Based on Reeve (2009, pp. 187-189)

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Implicit theories

Based on Reeve (2009, pp. 189-191)

Implicit Theories	Incremental theorists	*vs.*	Entity theorists
	• **Changeable** Personal qualities		• **Fixed** Personal qualities
Adoption of Achievement Goals	**Mastery goals**		**Performance goals**
Meaning of Effort	**Utility of effort: Challenging tasks require high effort.**		**High effort signals LOW ability.**

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Affiliation and intimacy

Profile of high intimacy motivation

Category	Definition
THOUGHTS	*Of friends, of relationships*
STORY THEMES	*Relationships produce positive affect, reciprocal dialogue, expressions of relationship commitment and union, and expressions of interpersonal harmony*
INTERACTION STYLE	*Self-disclosure, Intense listening habits, Many conversations*
AUTOBIOGRAPHY	*Themes of love and dialogue are mentioned as personally significant life experiences*
PEER RATING	*Individual rated as warm, loving, sincere, nondominant.*
MEMORY	*Enhanced recall with stories involving themes of interpersonal interactions*

Based on Reeve (2009, Table 7.7, p. 192)

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Conditions that involve & satisfy the affiliation and intimacy needs

Based on Reeve (2009, pp. 193-195)

	Affiliation need	Intimacy need
	Deficiency-oriented motive	Growth-oriented motive
Need-involving condition	Deprivation from social interaction: Social isolation and fear	Interpersonal caring, warmth, and love
Need-satisfying condition	Social acceptance, approval, and reassurance	Relatedness within a warm, close, reciprocal & enduring relationships

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Power

Based on Reeve (2009, pp. 196-198)

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.

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Leadership motive pattern

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

Based on Reeve (2009, pp. 198-199)

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Next lecture

- Intrinsic-extrinsic motivation and Goal-setting (Ch 5 & Ch 8)

References

- Reeve, J. (2009). *Understanding motivation and emotion* (5th ed.). Hoboken, NJ: Wiley.

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