

# MOTIVATION & EMOTION

## Psychological & social needs



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2015

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## Overview



1. Psychological needs
2. Social needs



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## Psychological needs

Reading:  
Reeve (2015)  
Ch 6



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## Psychological need

- **Inherent** source of motivation that generates desire to interact with the environment so as to advance personal growth, social development, and psychological well-being.
- The underlying motivational cause of engaging in our environment is to **involve** and **satisfy** our **psychological needs**.

Based on Reeve (2015, pp. 153-154)

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## Psychological needs

- When our activities:
  - **involve** our psychological needs, we feel **interest** (an emotion)
  - **satisfy** our psychological needs, we feel **joy** (another emotion).

Based on Reeve (2015, pp. 153-154)

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## Organismic approach to motivation

Two assumptions:

People are inherently active:

- Choose environments
- Modify environments
- Learn, grow, & adapt to environments

Person-environment dialectic:

- Dynamic interaction between people and environments
- The person and the environment constantly change (transform) towards synthesis or conflict

Based on Reeve (2015, pp. 154-155)

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## Person-environment dialectic

Figure 6.1 Personal-environment dialectical framework Reeve (2015, p. 156)

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## Person-environment synthesis vs. conflict

**Synthesis** (person-environment harmony):

- Engagement
- Developmental growth
- Health
- Well-being

**Conflict** (person-environment disharmony):

- Defiance
- Regression
- Decay
- Ill-being

Based on Reeve (2015, pp. 156-158)

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## Self-determination theory

Psychological needs

Autonomy

Competence

Relatedness

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

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## 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 (2015, pp. 158-167)

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.

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## Perceived autonomy

Figure 6.2 Three subjective qualities within the experience of autonomy (Reeve, 2015, p. 159)

### Perceived autonomy

#### Internal perceived locus of causality

Individual's understanding of the causal source of his or her motivated actions.

#### Volition (Feeling free)

Heartfelt and unpressured willingness to engage in an activity.

#### Perceived choice over one's actions

Subjective experience that one may decide to act or not to act, or to pursue one course of action rather than another course of action.

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## The conundrum of choice

Not all choices promote autonomy.

### "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

Based on Reeve (2015, pp. 160-161)

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## Supporting autonomy: Definitions

### 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

Based on Reeve (2015, pp. 161-167)

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## Supporting autonomy: Enabling condition

### 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

Based on Reeve (2015, pp. 161-167)

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## Supporting autonomy: Instructional behaviours

### Autonomy support

- Nurtures inner motivational resources
- Provides explanatory rationales
- Listens empathically and displays patience
- 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

Based on Reeve (2015, pp. 161-167)

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## Essential ways of supporting autonomy

1. Nurture inner motivational resources
2. Provide explanatory rationales
3. Listen empathically, relying on informational language
4. Display patience
5. Acknowledge & accept displays of negative affect

Based on Reeve (2015, pp. 161-167)

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## Ways of supporting autonomy

### 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).

Based on Reeve (2015, pp. 161-167)

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## Ways of supporting autonomy

### 2. Provide explanatory rationales

#### Autonomy-supportive motivators

- Communicate the value, worth, meaning, utility, or importance of engaging in behaviour
- Explain why the request is *truly* worth the other's time and effort.



#### Controlling motivators

- Do not take the time to explain why the activity is worth doing
  - e.g., saying "Just get it done" or "Do it because I told you to do it"

Based on Reeve (2015, pp. 161-167)

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## Ways of supporting autonomy

### 3. Listen empathically, rely on informational language

#### Autonomy-supportive motivators

- Treat listlessness, poor performance, & inappropriate behaviour as motivational problems to be solved.
- Listen empathically to understand why the other is struggling.
- Use flexible, noncontrolling, & informational language



#### Controlling motivators

- Adopt a controlling communication style
- Try to motivate by inducing feelings of guilt, shame, and anxiety e.g. saying "you should try harder" or "you must finish the project."

Based on Reeve (2015, pp. 161-167)

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## Ways of supporting autonomy

### 4. Display patience

#### Autonomy-supportive motivators

- Give others time and space to explore better ways of behaving, to plan out and try out alternative ways of behaving, and to alter personal goals and problem-solving strategies.
- Do a lot of listening, perspective taking, and postpone giving advice.



#### Controlling motivators

- Impatiently rush in, take over, and show the other person what to do and how to solve the problem.

Based on Reeve (2015, pp. 161-167)

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## Ways of supporting autonomy

### 5. Acknowledge & accept expressions of negative affect

#### 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

- Make it clear that such expressions of negative affect are unacceptable.
- Saying things like "It's my way or the highway."

Based on Reeve (2015, pp. 161-167)

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# Moment-to-moment autonomy support

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

## Autonomy support

- 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

## Controlling

- Hog learning materials
- Show & tell correct answers
- Give directives, commands
- Should, must, have to statements
- Ask controlling questions
- Seem demanding

Based on Reeve (2015, pp. 161-167)

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# Benefits from autonomy support

## Motivation

- Autonomy, competence, relatedness
- Intrinsic motivation
- Mastery motivation & perceived control
- Curiosity
- 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 (2015, Figure 6.3, p. 164)

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# Benefits from autonomy support

## Learning

- Conceptual understanding
- Deep processing
- Active information processing
- Self-regulation strategies

## Performance

- Grades
- Task performance
- Standardised test scores

## Psychological well-being

- Psychological well-being
- Vitality
- School/ life satisfaction

Based on Reeve (2015, Figure 6.3, p. 164)

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## Example: Study 1

Setting limits on children's behaviour: 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 (SD)	4.87 (0.99)	5.57 (0.65)
Free Choice Behavior	M (SD)	107.7 (166.0)	257.1 (212.6)
Creativity	M (SD)	4.80 (1.16)	5.34 (1.17)
Technical Goodness	M (SD)	4.88 (0.87)	5.90 (1.28)
Quality	M (SD)	4.84 (0.68)	5.62 (1.06)

Based on Reeve (2015, Table 6.3, p. 166)

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**Drive:**  
The surprising truth about what motivates us  
Dan Pink

**RSA Animate (10 mins)**

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



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## Competence

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

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

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# 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 these pathways
- Feedback**
  - Setting the stage for challenge
  - Performance feedback
- Failure tolerance**
  - Considerable error making is essential for optimising learning.
  - Failure produces opportunities for learning.

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

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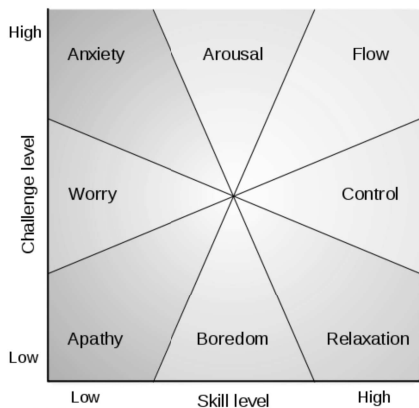
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# Involving competence

## Flow



source: [http://commons.wikimedia.org/wiki/File:Challenge\\_vs\\_skill.svg](http://commons.wikimedia.org/wiki/File:Challenge_vs_skill.svg)

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# Supporting competence

## Positive feedback

- 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**

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

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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 (2015, pp. 174-178)

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## 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)

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## Putting it all together: Social contexts that support psychological needs

Environmental factors that involve and satisfy 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 (2015, Table 6.4, p. 178)

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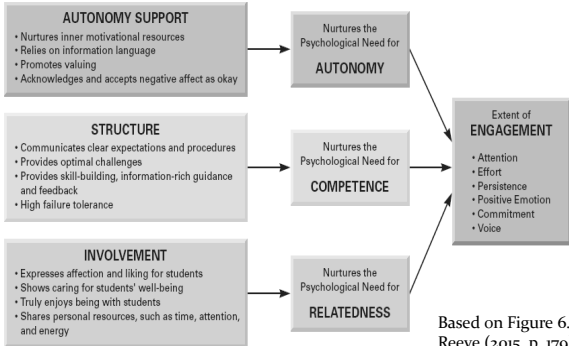
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# Engagement

The engagement model based on psychological need satisfaction



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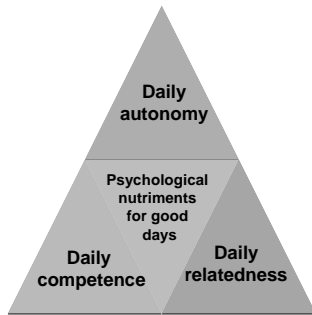
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# What makes for a good day?



Based on  
Reeve (2015  
pp. 180-181)

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

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# Implicit motives



Reading:  
Reeve (2015)  
Ch 7

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## Implicit needs

**Definition:** Enduring, non-conscious needs that motivates a person's behavior toward the attainment of 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)

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## Social needs

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

### Examples:

- Achievement
- Affiliation
- Power

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

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## Primary social incentive

Social incentive that activates each implicit motive's emotional and behaviour activation potential

Implicit motives	Social incentive that activates each need
<b>Achievement</b>	Doing something well to show personal competence
<b>Affiliation</b>	Opportunity to please others and gain their approval; involvement in warm and secure relationships
<b>Power</b>	Having impact on others

Based on Reeve (2015, Table 7.1, p. 188)

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## Encounter with a standard of excellence

### Hope for success

Person anticipates positive goal attainment and positive emotions like hope and pride.

### Fear of failure

Person anticipates negative goal attainment and negative emotions like anxiety and shame.

### Active approach

Approach behaviors and desire for mastery of the standard.

### Passive approach

Avoidance behaviors and a desire to protect the self from embarrassment.

Based on Reeve (2015, Figure 7.1, p. 191)

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## 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)

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## Origins of the need for achievement

### Socialisation influences

When parents provide: independence training, high performance aspirations, realistic and explicit standards of excellence, positive valuing of achievement-related pursuits, a wide scope of experiences such as travelling, exposure to children's reading rich in achievement imagery, etc.

### Developmental influences

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

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

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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 (2015, Table 7.2, p. 199)

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## Conditions that involve affiliation and intimacy duality

### Fear and anxiety

- People desire to affiliate for emotional and support and to see how others handle fear and anxiety.

### Establishing interpersonal networks

- People with a high need for affiliation spend time interacting with others, join social groups, and establish stable and long-lasting relationships.

### Maintaining interpersonal networks

- People with high need for affiliation strive to maintain relationships.

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

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## 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

Need-satisfying condition

Social acceptance, approval, and reassurance

### Intimacy need

Growth-oriented motive

Interpersonal caring, warmth, and love

Relatedness within 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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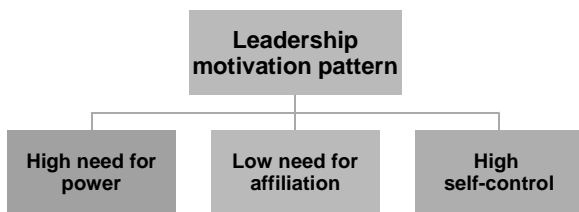
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# Leadership motive pattern

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

- Extrinsic motivation and Goal-setting (Ch 5 & Ch 8)

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## References

- Reeve, J. (2015). *Understanding motivation and emotion* (6th ed.). Hoboken, NJ: Wiley.

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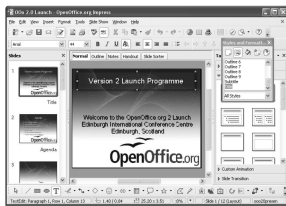
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## Open Office Impress

- This presentation was made using Open Office Impress.
- Free and open source software.
- <http://www.openoffice.org/product/impress.html>



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