Motivation & Emotion

Implicit motives

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Outline – Implicit motives

- Implicit needs
- Social needs
- Achievement
  - Origins of the need for achievement
  - Atkinson’s model
  - Achievement for the future
  - Dynamics-of-action model
  - Conditions that involve and satisfy the need for achievement

- Affiliation
  - The duality of affiliation motivation
  - Conditions that involve the affiliation and intimacy duality
  - Conditions that satisfy the affiliation need

- Power
  - Conditions that involve and satisfy the need for power
  - Power and goal pursuit
  - Is the implicit power motive bad?
  - Four additional social needs

- Summary

Based on Reeve (2015, pp. 183-210)

Implicit needs

Definition: Enduring, unconscious needs that motivate a person’s behavior toward attaining specific social incentives.

Examples:
- Achievement
- Affiliation
- Power

What is being unconsciously pursued here is a specific pattern of affective (emotional) experience.

Based on Reeve (2015, pp. 185-188)

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)

Primary social incentives

Social incentives activate each implicit motive’s emotional and behaviour activation potential.

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

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

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

Standard of excellence
- Any challenge 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)

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)

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)

Atkinson’s expectancy x value model of achievement behaviour

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

Ta = (Ms × Ps × Is) / (Maf × Pf × 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 (2015, pp. 192-194)

Dynamics-of-action model

Instigation (Ts)
Approach tendencies
Inhibition (Taf)
Avoidance tendencies
Consummation
Performing an activity brings about its own cessation.

Streams of ongoing behaviour

Based on Reeve (2015, pp. 195-197)

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.

Based on Reeve (2015, pp. 195-197)

Conditions that involve & satisfy the need for achievement

Conditions which satisfy the need for achievement

Moderately difficult tasks
Competition
Entrepreneurship

Based on Reeve (2015, pp. 197-198)
### Affiliation and Intimacy

**Profile of high intimacy motivation**

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends, relationships</td>
<td>Relationships produce positive affect, reciprocal dialogue, expressions of relatedness, commitment, and union, and expressions of interpersonal harmony</td>
</tr>
</tbody>
</table>

**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 a high need for affiliation strive to maintain relationships.

### Conditions that involve affiliation and intimacy duality

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

- Fear and anxiety
- Establishing interpersonal networks
- Maintaining interpersonal networks

### Conditions that involve & satisfy the affiliation and intimacy needs

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

<table>
<thead>
<tr>
<th>Need-involving condition</th>
<th>Need-satisfying condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affiliation need</td>
<td>Intimacy need</td>
</tr>
<tr>
<td>Deficiency-oriented motive</td>
<td>Growth-oriented motive</td>
</tr>
<tr>
<td>Deprivation from social interaction: Social isolation and fear</td>
<td>Interpersonal caring, warmth, and love</td>
</tr>
<tr>
<td>Social acceptance, approval, and reassurance</td>
<td>Relatedness within warm, close, reciprocal &amp; enduring relationships</td>
</tr>
</tbody>
</table>

### Power

**The need to impact on others**

Based on Reeve (2015, pp. 202-205)

- 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.

### Example of Power Motive: 1968 BBC Interview with Rupert Murdoch (1:55 of 6 mins)

https://www.youtube.com/watch?v=wtcq8RDDPFU

### Leadership motive pattern

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

- High need for power
- Low need for affiliation
- High self-control

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

Implicit motives: Enduring, unconscious needs that motivate striving for incentives which are learned or acquired through experience and socialisation:

- Achievement
- Affiliation
- Power

Next lecture

- Goal-setting and goal striving (Ch 08)

References


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- [http://www.openoffice.org/product/impress.html](http://www.openoffice.org/product/impress.html)
Goal-setting & goal-striving

Motivation & Emotion

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Outline – Goal setting & goal striving

- Plans
  - Corrective motivation
  - Corrective feedback
  - Feedback
  - Affect and feelings
  - Goals and purposes
  - Two types of discrepancy

- Goal setting
  - Goal-performance discrepancy
  - Difficult, specific goals enhance performance
  - Feedback

- Goal striving
  - Mental simulations
  - Implementation intentions
  - Goal disengagement

- Summary

Discrepancy between present and ideal states

Based on Reeve (2015, pp. 213-214)

The TOTE unit

The cognitive mechanism by which plans energise and direct behaviour towards an 'ideal state'.

TOTE model:
Iterative progress towards a goal
i.e., T-O-T-O-T-O-TO

Two types of discrepancy

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

Based on Reeve (2015, Figure 8.1, p. 216)
Based on Reeve (2015, pp. 218-219)
Based on Reeve (2015, pp. 219-220)
Affect and feelings

- If making good progress → positive affect
- If making poor progress → negative affect
- Affective responses provide informational feedback to guide corrective action and energise action.

Based on Reeve (2015, p. 219)

Corrective motivation

Discrepancy between actual and ideal states does not automatically trigger action. Instead, discrepancy creates “corrective motivation”, i.e., desire to reduce the discrepancy by either:

- Act to achieve ideal state
- Change and revise the goal

Based on Reeve (2015, pp. 217-218)

Goal setting

A goal is what an individual is trying to accomplish.

- **Standard**
  - a definition of what adequate performance is
- **Incentive**
  - a performance criterion for reinforcement

Goals are reference points for guiding action so that one can evaluate the adequacy for one’s performance.

Goals define the cross-over point between satisfaction and dissatisfaction.

A target to aim for - usually with an external object to aim for such as money or a high grade.

Based on Reeve (2015, pp. 220-223)

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

- 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

Setting a goal

When difficult

When specific

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

Additional goal mechanisms

Why do goals work to increase performance?

- Clarify performance expectations.
- Counteract apathy, boredom.
- Make feedback important.
  - Without goals, performance can be emotionally unimportant.
- Attainment can generate feelings of pride, satisfaction, or competence that the task itself cannot generate.

Based on Reeve (2009, p. 214)

Locke & Latham’s Goal Setting Theory (1990)

"A Theory of Goal Setting and Task Performance" (seminal book):

- Clarity
- Challenge
- Commitment
- Feedback
- Complexity
Locke and Latham’s Goal Setting Theory
Mind Tools
YouTube (1:50 mins)
https://www.youtube.com/watch?v=dWOt2HyjCno

13

Should I make my goals public?

Common wisdom is that sharing goals helps people to achieve them because it creates social expectation. However, when you tell someone your goal, the mind is tricked into feeling that it’s already done, and then you’re less motivated to do the actual hard work. Therefore, if you’re going to tell someone your goals, make sure to do so in such a way that you derive no satisfaction from doing so.

Derek Sivers: Keep your goals to yourself (3:15 mins):
http://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself

14

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, p. 225)

15

Effect-size from 500+ meta-analyses of various influences of school achievement

<table>
<thead>
<tr>
<th>Influence</th>
<th>No. of effects</th>
<th>Effect-size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td>139</td>
<td>1.13</td>
</tr>
<tr>
<td>Students’ prior cognitive ability</td>
<td>896</td>
<td>1.04</td>
</tr>
<tr>
<td>Instructional quality</td>
<td>22</td>
<td>1.00</td>
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<tr>
<td>Instructional quantity</td>
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<tr>
<td>Direct instruction</td>
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<td>.82</td>
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<tr>
<td>Acceleration</td>
<td>162</td>
<td>.72</td>
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<tr>
<td>Homas factors</td>
<td>738</td>
<td>.67</td>
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<tr>
<td>Remediation/feedback</td>
<td>146</td>
<td>.65</td>
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<tr>
<td>Student disposition to learn</td>
<td>93</td>
<td>.61</td>
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<tr>
<td>Class environment</td>
<td>931</td>
<td>.56</td>
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<tr>
<td>Challenge of Goals</td>
<td>2703</td>
<td>.52</td>
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<tr>
<td>Bilingual programs</td>
<td>205</td>
<td>.51</td>
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<tr>
<td>Peer tutoring</td>
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<td>.50</td>
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<tr>
<td>Mastery learning</td>
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<td>.50</td>
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<tr>
<td>Teacher in-service education</td>
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<td>.49</td>
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<td>Parent involvement</td>
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<td>.46</td>
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<tr>
<td>Homework</td>
<td>110</td>
<td>.43</td>
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<tr>
<td>Questioning</td>
<td>134</td>
<td>.41</td>
</tr>
</tbody>
</table>

Overall effects 500,000+ .40

16

Effective feedback answers 3 questions:

- Where am I going? (goals) Feed Up
- How am I going? Feed Back
- What next? Feed Forward

Based on Hattie and Timperley (2007, Figure 1)

17

Feedback to enhance learning

Hattie & Timperley (2007)

- Feedback is the single most important predictor of achievement
- But feedback alone is not sufficient – effective instruction is also needed
- Feedback is powerful – but it can be helpful or harmful
Criticisms of goal setting

Goal setting has advantages, but pitfalls include that:
- Goal setting works best when tasks are relatively uninteresting and straightforward
- Goal conflict, overload, and stress
- Undermining of intrinsic motivation

Based on Reeve (2015, pp. 225-227)

Problems with long-term goal setting

- Lack of immediate performance feedback
- Prolonged, unreinforced performance

Goal commitment is likely to decrease (especially if the LTG is uninteresting)

Solution

Translate LTG into a series of short-term goals
- LTG e.g.,: Become a psychologist
- STG e.g.,: Pass Exam X

Based on Reeve (2015, pp. 227-228)

Goal striving

Goal striving (effort, persistence, attention, strategic planning) is needed to translate goal setting into performance and goal attainment.

- **Mental stimulation**: Focus on visualising processes and actions required for success (rather than imagining what it would feel like to achieve the goal).
- **Implementation intentions**: Advanced planning for when, where, and how goal striving will be actioned.
  - Getting started
  - Staying on track
  - Resuming after interruption

Goal disengagement

- Goal disengagement is knowing when to stop and abandon a goal (e.g., if it is unattainable or a more important, incompatible goal is adopted).
- Ill-advised goal striving can make the goal striver vulnerable to failure feedback and psychological distress.
- “When one door closes, another door opens; but we so often look so long and regretfully upon the closed door, that we do not see the ones which open for us”. - Alexander Bell

Want to Succeed? Don’t Set Goals, Set Systems

Adam Alter
Big Think (3:49 mins)

Summary
1. Ideal-actual discrepancies create corrective motivation → plan of action to remove discrepancy.
2. Specific, difficult, and self-congruent goals generally improve performance.
3. Feedback provides information about performance which generates negative or positive emotional motivational states accordingly.
4. Short-term goals provide rich feedback; long-term goals foster intrinsic motivation.
5. Implementation intentions help focus, start, continue, and resume: If (situational cue) → Then (goal striving action)
6. Goal disengagement is reduction or cessation of effort in the face of unattainable goals. Adaptive when it frees up resources to allocate to a different goal.

References

Next lecture
- Mindsets (Ch 09)
- Personal control beliefs (Ch 10)
- The self & its strivings (Ch 11)

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