

MOTIVATION & EMOTION

## Implicit motives



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Image source

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## Implicit motives

Reading:  
Reeve (2015)  
Ch 7



Image source: http://www.flickr.com/photos/88276866@N03/1434322

### 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)

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### 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)

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### 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)

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### Primary social incentives

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

Implicit motives	Social incentive
Achievement	Doing something well to show personal competence
Affiliation	Opportunity to please others and gain their approval; involvement in warm and secure relationships
Power	Having impact on others

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

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### 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) 7

### Encounter with a standard of excellence

<b>Hope for success</b> Person anticipates positive goal attainment and positive emotions like hope and pride.	<b>Fear of failure</b> Person anticipates negative goal attainment and negative emotions like anxiety and shame.
<b>Active approach</b> Approach behaviors and desire for mastery of the standard.	<b>Passive approach</b> Avoidance behaviors and a desire to protect the self from embarrassment.

Based on Reeve (2015, Figure 7.1, p. 191) 8

### 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) 9

### Atkinson's expectancy x value model of achievement behaviour

Tendency to achieve (Ta)	Tendency to approach success (Ts)	Tendency to avoid failure (Taf)
$Ta =$	$(Ms \times Ps \times Is)$	$(Maf \times Pf \times If)$
	. 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 (2015, pp. 192-194) 10

### Dynamics-of-action model

**Instigation (Ts)**  
 Approach tendencies

**Inhibition (Taf)**  
 Avoidance tendencies

**Consummation (Taf)**  
 Performing a behaviour -> cessation

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

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

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### Conditions that involve & satisfy the need for achievement

- Moderately difficult tasks
- Competition
- Entrepreneurship

Based on Reeve (2015, pp. 197-198) 12

### Affiliation and intimacy

Profile of high intimacy motivation

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

Based on Reeve (2015, Table 7.2, p. 199) **13**

### 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) **14**

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

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

Based on Reeve (2015, pp. 200-202) **15**

### 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.

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

<https://www.youtube.com/watch?v=w1cg8RDDPFU>



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### 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) **18**

### Summary

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

- Achievement
- Affiliation
- Power

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### Next lecture

- Goal-setting and goal striving (Ch 08)

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### References

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

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MOTIVATION & EMOTION

## Goal-setting & goal-striving



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## Goal setting & goal striving

Reading:  
Reeve (2015)  
Ch 8  
(pp. 213-238)



### Outline – Goal setting & goal striving

- Plans
  - Corrective motivation
  - Discrepancy
  - Affect and feelings
  - Two types of discrepancy
- Goal setting
  - Goal-performance discrepancy
  - Difficult, specific goals enhance performance
  - Feedback
  - Criticisms
  - Long-term goal setting
- Goal striving
  - Mental simulations
  - Implementation intentions
- Goal disengagement
- Summary

Based on Reeve (2015, p. 213)

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### Discrepancy between present and ideal states

How one's life is going

How one wishes life was going

**Present state** ↔ **Ideal state**

**Discrepancy**  
= present state falls short of the ideal state

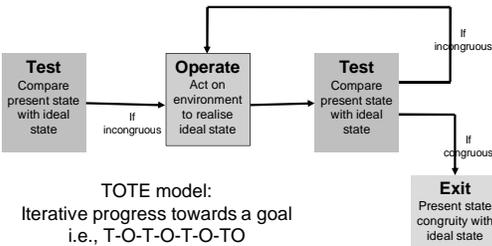
It is the discrepancy, rather the ideal state per se, which creates a sense of wanting to change (motivation).

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

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### 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-T-O

Based on Reeve (2015, Figure 8.1, p. 216)

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### Two types of discrepancy

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

**Discrepancy reduction** corresponds to plan-based 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.

**Discrepancy creation** corresponds to goal-setting motivation.

Discrepancy creating is proactive, growth pursuing, and revolves around a "feed-forward" system.

Based on Reeve (2015, pp. 219-220)

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### Affect and feelings

- Good progress → positive affect
- Poor progress → negative affect
- Affective responses provide informational feedback to guide corrective action and energise action.

Based on Reeve (2015, p. 219) **7**

### 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:

Corrective motivation to reduce discrepancy between actual and ideal:

Act to achieve ideal state

or

Change and revise the goal

Based on Reeve (2015, pp. 217-218) **8**

### Goal setting

A goal is what an individual is trying to accomplish.

- **Standard:** a definition of adequate performance
  - 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.
- **Incentive:** a performance criterion for reinforcement
  - 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. 220-221) **9**

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

Setting a goal

When difficult

**Energises and sustains behaviour**

- Increases effort, person works harder
- Increases persistence, person works longer

Enhanced performance

When specific

**Directs behaviour**

- Increases attention, person works with focus
- Increases planning, person works smarter

Based on Reeve (2015), Figure 8.2, pp. 224) **10**

### Additional goal mechanisms

How do goals work to increase performance?

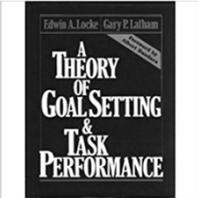
- Clarify performance expectations
- Counteract apathy, boredom
- Make feedback important: Without goals, performance can be emotionally unimportant
- Attainment can generate feelings of pride, satisfaction, or competence that the task itself cannot generate.

Based on Reeve (2009, p. 214) **11**

### Locke & Latham's Goal Setting Theory (1990)

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

- Clarity
- Challenge
- Commitment
- Feedback
- Complexity



Based on Reeve (2009, p. 214) **12**

### Locke and Latham's Goal Setting Theory Mind Tools

#### YouTube (1:50 mins)

<https://www.youtube.com/watch?v=dW0i2HyjCno>



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### 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](http://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself)

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### 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)

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

Influence	No. of effects	Effect-Size
Feedback	139	1.13
Students' prior cognitive ability	896	1.04
Instructional quality	22	1.00
Instructional quantity	80	.84
Direct instruction	253	.82
Acceleration	162	.72
Home factors	728	.67
Remediation/feedback	146	.65
Students disposition to learn	93	.61
Class environment	921	.56
Challenge of Goals	2703	.52
Bilingual programs	285	.51
Peer tutoring	125	.50
Mastery learning	104	.50
Teacher in-service education	3912	.49
Parent involvement	339	.46
Homework	110	.43
Questioning	134	.41
<b>OVERALL EFFECTS</b>	<b>500,000+</b>	<b>.40</b>

### Effective feedback

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)

3-step  
Experiential  
Learning  
Cycle

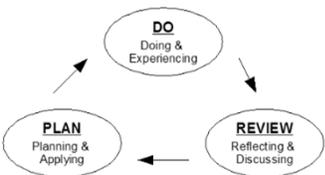


Image source: <http://www.wilderdorn.com/experientia/elc/ExperientialLearningCycle.htm>

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### 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

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### 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) 19

### Long-term goal setting

- For uninteresting tasks, short-term goals help to make them more interesting by creating extrinsic motivation.
- For interesting tasks, only long-term goals enhance intrinsic motivation. Short-term goals can be experienced as controlling distractions (undermining autonomy).

Based on Reeve (2015, pp. 225,227) 20

### Problems with long-term goal setting

- Goal commitment is likely to decrease when:
  - LTG is uninteresting
  - Lack of immediate performance feedback
  - Prolonged, unreinforced performance
- Solution
  - Translate LTG into a series of short-term goals e.g.,
  - LTG: Become a psychologist
  - STG: Pass Exam X

Based on Reeve (2015, pp. 227-228) 21

### 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. Addresses self-regulation requirements for:
  - Getting started
  - Staying on track **If ... then**
  - Resuming after interruption

Based on Reeve (2015, pp. 228-234) 22

### 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

Based on Reeve (2015, p. 235-236) 23

### Want to Succeed? Don't Set Goals, Set Systems

Adam Alter

#### Big Think (3:49 mins)

<http://bigthink.com/videos/adam-alter-want-to-succeed-dont-set-goals-set-systems>



This is the way a goal works: You say to yourself,

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### 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.

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### Next lecture



Mindsets  
(Ch 09)

Personal control beliefs  
(Ch 10)

The self & its strivings  
(Ch 11)

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### References

- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research, 77*(1), 81-112.
- Reeve, J. (2015). *Understanding motivation and emotion* (6th ed.). Hoboken, NJ: Wiley.

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