

MOTIVATION & EMOTION

## Implicit motives



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Image source

1

## Implicit motives



Reading:  
Reeve (2018)  
Ch 7

Image source: <http://www.gettyimages.com/photos/89786669>

2

### Outline – Implicit motives

- Implicit motives
- Acquired needs
  - Social needs
  - How implicit motives motivate behaviour?
- 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
  - Goal pursuit and perspective taking
  - Leadership pattern motive
  - Compassionate leadership profile
  - Four additional social needs
- Summary

Based on Reeve (2018, p. 152)

3

### Implicit

- **Implicit** means unconscious. Implicit motives operate unconsciously. Can't easily assess via self-report questionnaire.
- **Explicit** means conscious. Explicit motives operate consciously. Can assess via self-report questionnaire to assess and reactions to need-relative incentives (Do you like challenges? Do tests make you anxious?).

Based on Reeve (2018, p. 154)

4

### 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)

5

### Implicit motive examples

- Implicit motives are inferred from a person's characteristic thought, emotion, and behaviour. Examples:
  - Achievement: Doing something well to show personal competence
  - Affiliation: Opportunity to please others and gain their approval
  - Intimacy: Involvement in a warm and secure relationship
  - Power: Having impact on others

Based on Reeve (2018, p. 154)

6

### Primary social incentives

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

Implicit motives	Social incentive
<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 (2018, Table 7.1, p. 157) 7

7

### What a person with a specific social incentive "needs"

**Social needs:** Acquired motivational processes that grow out of one's socialisation history and that activate psychological need-relevant incentives.

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

Based on Reeve (2018, p. 157) 8

8

### What a person with a specific social incentive "needs"

- A particular pattern of affect or emotion.
- **Need for achievement** = "Needs" to experience strong interest, enthusiasm, joy, and pride while engaging in a challenging task.
- **Need for affiliation** = "Needs" to experience similar positive affect and emotions while engaging themselves in social relations.
- **Need for power** = "Needs" to experience similar positive affect and emotions when given an opportunity for social impact.

Based on Reeve (2018, p. 158) 9

9

### 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.

Based on Reeve (2018, pp. 157) 10

10

### Acquiring implicit motives

- Implicit motives are mostly reactive. They lie dormant until we encounter a potentially need-satisfying incentive that activates a particular pattern of emotionality. For instance, encountering an optimal challenge to personal competence may pull achievement-related emotions and strivings out of people who have an implicit motive for achievement.
- People also, however, learn to anticipate the emergence of social incentives. People learn that particular occupations, organisations, and recreational events are primary opportunities for doing well and demonstrating competence, or for participating in warm and secure relationships, or for having an impact on others. Based on this experience, people gravitate toward these environments that are capable of activating need-congenial emotions that functionally activate and satisfy their implicit motives.

Based on Reeve (2018, pp. 158) 11

11

### Acquiring implicit motives

- So, the fundamental question becomes:
  - In what situations do you feel strong, fulfilled, and satisfied?
  - What makes you happy?
- If you know what sort of activities and environments make you happy, then you have a good insight into the make-up of your own implicit motivation profile.
- Also, because implicit motives are non-conscious, other people typically don't know what makes them happy. By observing the types of situations in which people show strong positive emotions, you can have as much insight into their implicit motives and the question "What makes you happy?" as they do. You can use this information to understand and help people close to you, such as your friend, children, etc.

Based on Reeve (2018, pp. 158) 12

12

**Satisfying Pattern of Positive Emotion/Positive Affect Experienced by a Person with a High Need for Achievement**

- High achievement strivings:
  - Feel interest, joy, arousal, excitement, and a sense of opportunity when given a difficult challenge that offers immediate diagnostic feedback about your performance.
  - Feel happy when pursuing goals such as winning, diagnosing personal competence, and improving the self, as often happens in sports and various domains of risk-taking (e.g., investing in stocks, entrepreneurship).
  - You feel excited and energised by standards of excellence and when evaluating your performance against personal standards.

Based on Reeve (2018, pp. 158) 13

13

**Satisfying Pattern of Positive Emotion/Positive Affect Experienced by a Person with a High Need for Affiliation**

- High affiliation strivings:
  - Feel calmness accompanied by warm, positive affect in situations that offer comfort and interpersonal security
  - Feel happy when pursuing activities such as cuddling (family in bed together on a Saturday morning) or just relaxing with a close friend at the coffee shop or beach.
  - You feel a calm, satisfying joy when you are in close contact with others and when forming and maintaining positive personal relationships.

Based on Reeve (2018, pp. 158) 14

14

**Satisfying Pattern of Positive Emotion/Positive Affect Experienced by a Person with a High Need for Power**

- High power strivings:
  - Feel strong, sharp arousal spikes that generate a burst of epinephrine, testosterone, and increased blood pressure and muscle tone.
  - Feel happy when pursuing activities such as riding a roller coaster and making a persuasive speech in front of a large audience.
  - You feel strong and empowered during social influence attempts, when attaining high social status, when in a position of leadership, and when dominating and directing others.

Based on Reeve (2018, pp. 158) 15

15

**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 (2018, p. 159) 16

16

**Encounter with a standard of excellence**

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

Based on Reeve (2018, Based on Figure 7.1, p. 160) 17

17

**Origins of the need for achievement**

- Socialisation influences:
  - When parents provide: independence training, high performance aspirations, realistic and explicit standards of excellence, high ability self-concepts, 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: Pride following success experiences fuels high achievement strivings, while shame following failure experiences fuels low achievement strivings.

Based on Reeve (2018, p. 160) 18

18

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

Tendency to achieve (Ta)	Tendency to approach success (Ts)	Tendency to avoid failure (Taf)
$Ta =$	$(Ms \times Ps \times Is)$	$(Maf \times Pf \times If)$
	<ul style="list-style-type: none"> <li>Ms: Motive to succeed</li> <li>Ps: Perceived probability of success</li> <li>Is: Incentive value of success</li> </ul>	<ul style="list-style-type: none"> <li>Maf: Motive to avoid failure</li> <li>Pf: Perceived probability of failure (1- Ps)</li> <li>If: Negative incentive value for failure (1- Is)</li> </ul>

Based on Reeve (2018, pp. 161-162) 19

19

### Dynamics-of-action model

Based on Reeve (2018, pp. 161-162)

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

**Panel 1: High Need for Achievement**  
*Ms > Maf; High Instigation, Low Inhibition*

- Short Latency to Get Started on Achievement (Little Procrastination)
- Rapidly Rising Achievement Behavior (Strong Work Ethic)
- Little Consumption of Achievement
- Quick Return to Achievement after a Break

**Panel 2: High (Conflicted) Need for Achievement**  
*Ms = Maf; High Instigation, High Inhibition*

- Medium Latency to Get Started on Achievement (Some Procrastination)
- Moderately Rising Achievement Behavior (Good Work Ethic)
- Moderate Consumption of Achievement
- Reasonable Return to Achievement after a Break

Based on Reeve (2018, p. 165) 21

21

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

**Panel 3: Low Need for Achievement**  
*Ms = Maf; Low Instigation, Low Inhibition*

- Long Latency to Get Started on Achievement (Much Procrastination)
- Slow Rising Achievement Behavior (Poor Work Ethic)
- Moderate Consumption of Achievement
- Slow Return to Achievement after a Break

**Panel 4: High Fear of Failure**  
*Ms < Maf; Low Instigation, High Inhibition*

- Very Long Latency to Get Started on Achievement (Very Much Procrastination)
- Almost No Rising Achievement Behavior (No Work Ethic)
- High Consumption of Achievement
- No Return to Achievement after a Break

Based on Reeve (2018, p. 165) 22

22

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

- Moderately difficult tasks
- Competition
- Entrepreneurship

Based on Reeve (2018, pp. 165-166) 23

23

### 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. 167) 24

24

### 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 (2018, pp. 167-168) 25

25

### 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 (2018, pp. 167-168) 26

26

### Power

The need to impact on others

Based on Reeve (2018, pp. 169-170)

- **Conditions that involve and satisfy the need for power**
  - Leadership and relationships
  - Aggression
  - 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=wtc98RDDPFU>



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### Strengths and weaknesses of the implicit need for power

- **Strength: Increased goal pursuit:**
  - Laser-like focus on goals
  - Increased approach tendencies
- **Weakness: Decreased perspective taking**
  - Lack of empathy
  - Tendency to relate to others as a means to an end

Based on Reeve (2018, pp. 172-173) 29

29

### Leadership motive pattern

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

Based on Reeve (2018, pp. 172-173) 30

30

### Summary

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

- Achievement
- Affiliation and intimacy
- Power

31

31

### Next lecture

- Goal-setting and goal striving (Ch 08)

32

32

### References

- Reeve, J. (2015). *Understanding motivation and emotion* (6th ed.). Hoboken, NJ: Wiley.
- Reeve, J. (2018). *Understanding motivation and emotion* (7th ed.). Hoboken, NJ: Wiley.

33

33

MOTIVATION & EMOTION

## Goal-setting & goal-striving



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Image source

1

## Cognitively-based springs to action

Cognitively-based Springs to Action

- Goals**
  - Plans
  - Goals
  - Implementation Intentions
- Mindsets**
  - Deliberative vs. Implementation
  - Promotion vs. Prevention
  - Growth vs. Fixed
  - Dissonance
- Personal Control**
  - Self-Efficacy
  - Perceived Control
  - Mastery Beliefs
  - Attributions
  - Expectancy
  - Value
- Self**
  - Self-Concept
  - Possible Selves
  - Identity
  - Self-Regulation
  - Self-Control

Based on Reeve (2018, pp.180-181)

2

## Goal setting & goal striving

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



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## Outline – Goal setting & goal striving

- **Plans**
  - Corrective motivation
  - Discrepancy
  - Discrepancy, motives, and feelings
  - Two types of discrepancy
- **Goal setting**
  - Goal-performance discrepancy
  - Difficult, specific goals enhance performance
  - Feedback
  - Criticisms
  - Long-term goal setting
- **Goal striving**
  - Where do goals come from?
  - Mental simulations
  - Implementation intentions
- **Goal disengagement**
- **Summary**

Based on Reeve (2015, p. 213)

4

## The TOTE unit

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

```

    graph LR
      Test1[Test: Compare present state with ideal state] -- "if incongruous" --> Operate[Operate: Act on environment to realise ideal state]
      Operate --> Test2[Test: Compare present state with ideal state]
      Test2 -- "if incongruous" --> Operate
      Test2 -- "if congruous" --> Exit[Exit: Present state congruity with ideal state]
    
```

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

Based on Reeve (2018, Figure 8.1, p. 182)

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## Plans: Discrepancy between present and ideal states

How one's life is going → **Present state**

How one wishes life was going → **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 (2018, p. 181)

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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 (2018, p. 184) **7**

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### Discrepancy, emotions, and feelings

<p>Person is making <i>satisfactory</i> progress toward reducing the Present state—Ideal State discrepancy</p> <p>If the rate of progress is <i>much better than anticipated</i></p> <p>Person is making <i>unsatisfactory</i> progress toward reducing the Present state—Ideal State discrepancy</p> <p>Progress is <i>worse</i> than what is needed</p> <p>Progress is <i>much worse</i></p> <p>Progress is <i>much, much worse</i></p> <p>Progress is <i>much, much, much worse</i></p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p><b>Positive Emotions</b></p> <ul style="list-style-type: none"> <li>• Hope</li> <li>• Excitement</li> <li>• Eagerness</li> <li>• Enthusiasm</li> </ul> <p><b>Positive Emotions</b></p> <ul style="list-style-type: none"> <li>• Joy, Delight, Bliss</li> </ul> <p><b>Negative Emotions</b></p> <ul style="list-style-type: none"> <li>• Frustration</li> <li>• Discouragement</li> <li>• Sadness</li> <li>• Depression</li> </ul>
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### Types of discrepancy

<p><b>Discrepancy reduction</b></p> <p>Based on the discrepancy-detecting <b>feedback</b> that underlies plans and corrective motivation.</p> <p><b>Discrepancy reduction</b> corresponds to plan-based corrective motivation.</p> <p>Discrepancy reduction is reactive, deficiency overcoming, and revolves around a feedback system.</p>	<p><b>Discrepancy creation</b></p> <p>Based on a <b>feed-forward</b> system in which the person looks forward and proactively sets a future, higher goal.</p> <p><b>Discrepancy creation</b> corresponds to goal-setting motivation.</p> <p>Discrepancy creating is proactive, growth pursuing, and revolves around a “feed-forward” system.</p>
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Based on Reeve (2018, p. 185) **9**

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### 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) **10**

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### Goal

- Whatever an individual is striving to accomplish.
- A desired end-state that guides behavior.
- A future-focused cognitive representation of a desired end-state that guides behaviour.

Based on Reeve (2018, p. 186) **11**

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### Goal setting

- **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 (2018, p. 186) **12**

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### Goal mechanisms

- **Difficulty:** How hard the goal is to accomplish
- **Specificity:** How clearly the goal informs the person precisely what he or she is to do.
- **Congruence:** How fully endorsed, authentic, and whole-heartedly accepted, embraced, and owned by the self.

Based on Reeve (2018, pp. 186-187)

13

### How Difficult, Specific, and Concordant Goals Raise Performance to Remove Goal-Performance Discrepancies

Based on Reeve (2018, Figure 8.2, p. 188)

14

### 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

Based on Reeve (2018, pp. 189-190)

15

### Summary of the goal setting process

Based on Reeve (2018, Figure 8.3, p. 190)

16

### Problems with long-term goals

- Prolonged period of time in which performance goes unreinforced → ↓ goal commitment, especially when LTG is uninteresting
- Solution: Translate LTG into a series of short-term goals e.g.,
  - LTG: Become a psychologist
  - STG: Pass Exam X

Based on Reeve (2018, pp. 190-192)

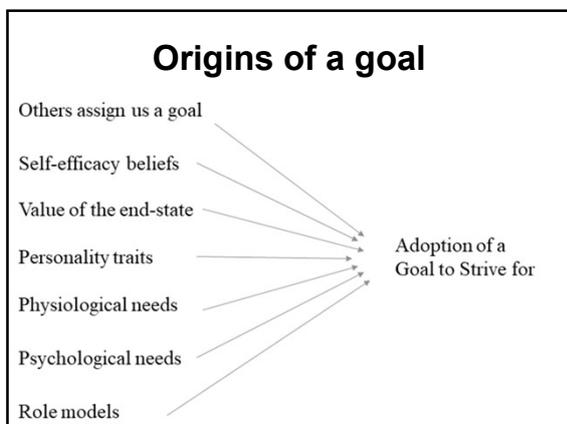
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### Dangers and pitfalls in goal setting

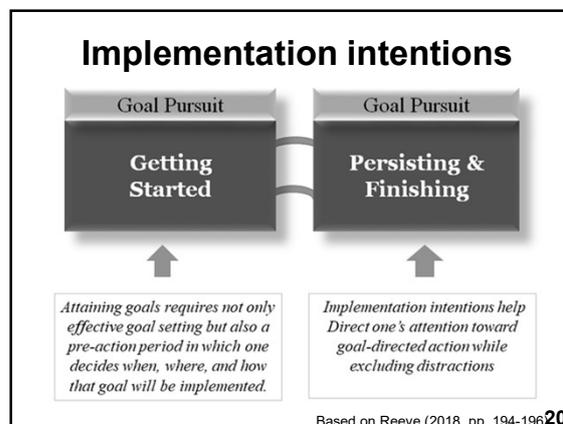
- Stress
- Possibility for failure
- Non-goal areas ignored
- Short-range thinking
- Cheating
- Undermine intrinsic motivation

Based on Reeve (2018, p. 190)

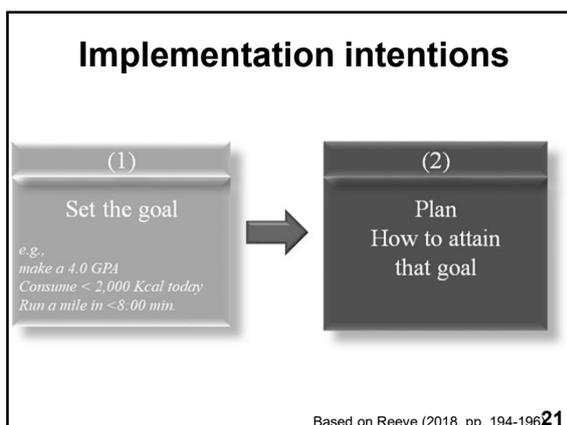
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- ### Goal setting
- Identify the objective to be accomplished.
  - Define goal difficulty.
  - Clarify goal specificity.
  - Ask why you are pursuing this goal (clarify goal-self concordance).
  - Specify how and when performance will be assessed.
- Based on Reeve (2018, pp. 194-196)<sup>22</sup>

22

- ### Goal striving
- Identify goal-attainment strategies.
  - Create "if-then" implementation intentions.
  - Make performance feedback available.
- Based on Reeve (2018, pp. 194-196)<sup>23</sup>

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- ### Goal striving
- When people fail to realise the goals they set for themselves, part of the failure can be explained by how they set the goal: Was the goal difficult? Specific? Self-Concordant?
  - The other part of why people fail to attain their goals is simply that they fail to act on the goals they set for themselves.
    - "A goal without a plan is just a dream."
    - "I had all day to pursue my goal, but I just never got started for some reason..."
- Based on Reeve (2018, pp. 194-196)<sup>24</sup>

24

### Implementation intentions

- An “if-then” plan that specifies in advance the goal striving process. Deciding in advance (a pre-action period) on when, where, and how goal-striving is to occur.
- **Goal intention:** Setting the goal.  
*I intend to X.*
- **Implementation intention:** Striving to accomplish that goal.  
*I intend to practice at this time, in this place, and by doing this.*

Based on Reeve (2018, pp. 194-196)<sup>25</sup>

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### Implementation intentions

- An “if-then” plan that specifies in advance the goal striving process. Deciding in advance (a pre-action period) on when, where, and how goal-striving is to occur.
- **If-then plan:** For a person on a diet:
  - If I see the cookies at the grocery store, then I will ignore them.
  - If I go to the restaurant, then I will ask the waiter “What is a healthy choice on your menu?”
  - If I get hungry in the evening, then I will eat carrots.
  - If it is after 10:00 pm, then I will not eat anymore food.

Based on Reeve (2018, pp. 194-196)<sup>26</sup>

26

### Implementation intentions

- If X, then Y. Deciding in advance that when X happens, then I will automatically do Y.
- It is important that the goal striving happen without deliberation or decision-making.
- **Examples:**
  - “At 2:00 pm, I will \_\_\_\_\_.”
  - “When I see the escalator, I will walk up the stairs.
  - “When I walk into my classroom of 4th graders, I will say to myself “I can do it.”
- **Implementation Intentions close the door on volitional problems (Should I do it? Do I feel like it? Maybe I should do something else.**

Based on Reeve (2018, pp. 194-196)<sup>27</sup>

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### Implementation intentions

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**Getting Started**

If it is Sunday afternoon, then I will go to the gym.  
If it is April 1st, then I will complete my tax form.

**Staying on Track (Avoiding Temptations, Avoiding Distractions)**

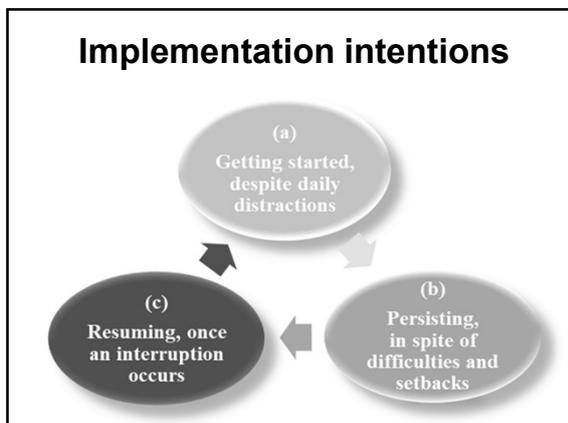
If I see that the television is on, then I will ignore it.  
If new emails pop up in my inbox, then I will ignore them.

**Resuming, after an Interruption**

After someone drops by to chat, then I will immediately get back to work.  
After I end a phone conversation, then the first thing I will do is get back to my term paper.

Based on Reeve (2018, pp. 194-196)<sup>28</sup>

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### Solving volitional problems: Getting started

- Goal striving is a habit for many people (exercising at the same time of day, always studying in the coffee shop, always stopping at stop signs). When goal striving is not part of one’s routine, it is easy for forget to take action (I forgot to take my vitamin, send the “thank you” notes, work on the project, etc.).
- Implementation intentions make sure the person does not miss a good opportunity to act: “When I walk into the grocery store, I will immediately go to the fruit section.”
- People fail to act because the short-term temptations (tasty food, sleeping in) win the motivational competition vs. long-term goals (healthy body). Implementations intentions get ahead of this motivational conflict to make acting for long-term benefits automatic: “There is no question about it—see the stairs, climb the stairs.”

Based on Reeve (2018, pp. 197-198)<sup>30</sup>

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### Solving volitional problems: Staying on track

- During goal striving, people encounter difficult circumstances, distractions, and demands on their time.
- Implementation intentions shield goal striving from potential derailment.
- “If there is a distraction, I will ignore it.”
- “If I am tempted to do X, I will ignore it.”
- Implementation intentions create a sort of closed-mindedness that narrows one’s field of attention to include goal-directed action and to exclude distractions.

Based on Reeve (2018, pp. 197-198) **31**

31

### Solving volitional problems: Staying on track

- Implementation intentions help people finish up uncompleted goals.
- “If I am interrupted, I will immediately return back to my work.”
- “If my friend stops by to chat, after he leaves I will immediately return back to my work.”

Based on Reeve (2018, pp. 197-198) **32**

32



33

### Steps in an effective goal setting program

Steps in Goal Setting	Classroom Example
<ul style="list-style-type: none"> <li>• Specify the objective to be accomplished.</li> <li>• Facilitate self-concordance.</li> <li>• Define goal difficulty.</li> <li>• Define goal specificity.</li> <li>• Specify time span until performance will be assessed.</li> <li>• Discuss goal attainment strategies.</li> <li>• Create implementation intentions.</li> <li>• Provide performance feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Today in our biology class, we are going to learn the parts of the cell.</li> <li>• To appreciate how important the cell is, let's watch this videotape.</li> <li>• Try to learn all 8 parts, not some; all 8 parts.</li> <li>• Be able to locate, spell, and pronounce each part.</li> <li>• Next Monday, we will have a test to see how many parts you know.</li> <li>• You might make your own drawings, or look at those in the text, or work with a partner and quiz each other.</li> <li>• Today (Thursday), use your time to learn 4 parts; tomorrow learn the other 4.</li> <li>• In 30 minutes, I'll hand out a practice quiz that you can use to test your progress.</li> </ul>

34

### 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 (2018, pp.198-199) **35**

35

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

#### YouTube (1:50 mins)

<https://www.youtube.com/watch?v=dW0I2HyCno>

If a goal is too complex, break it down into smaller sub-goals.

**36**

36

## 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)

37

37

## 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>



38

38

## 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.

39

39

## Next lecture



Mindsets  
(Ch 09)

Personal control beliefs  
(Ch 10)

The self & its strivings  
(Ch 11)

40

40

## References

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- Reeve, J. (2015). *Understanding motivation and emotion* (6th ed.). Hoboken, NJ: Wiley.
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41

41