


MOTIVATION & EMOTION

# Extrinsic motivation and internalisation



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Image source: [https://commons.wikimedia.org/wiki/File:Carrot\\_and\\_stick\\_motivation.svg](https://commons.wikimedia.org/wiki/File:Carrot_and_stick_motivation.svg)

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Extrinsic motivation and internalisation

Reading:  
Reeve (2018)  
Ch 5




Image source: [https://commons.wikimedia.org/wiki/File:Carrot\\_and\\_stick\\_motivation.svg](https://commons.wikimedia.org/wiki/File:Carrot_and_stick_motivation.svg)

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## Outline - Extrinsic motivation

- Extrinsic motivation evaluation
- Incentives and theory
- Hidden cost and internalisation
- Amotivation

Based on Reeve (2018, p. 98)

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## Extrinsic motivation

Environmentally-created reason  
to engage in an action or activity.

↓  
"Do it his or do it h" to get

↓ requested behaviour      ↓ extrinsic incentive or consequence

"What's in it for me?"  
(gaining reward or avoiding punishment)

Based on Reeve (2018, p. 100)

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## Extrinsic motivation example 1

CEO offers financial incentives to  
increase worker productivity:

- A-rated employees get large wage increase
- B-rated employees get a modest wage increase
- C-rated employees get sacked

Based on Reeve (2018, p. 98)

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## Extrinsic motivation example 2

Army instructor barks orders and  
commands to get recruits' immediate  
compliance.

- Any act of non-compliance is met with  
immediate punishment such as extra harsh  
physical training.

Based on Reeve (2018, pp. 98-99)

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## Extrinsic motivation example 3

Car manufacturer adds an annoying alarm that goes off when the car is driven without seat belts being worn.

- Apathy towards wearing seat belts is overcome by having to work to remove the irritating event.

Based on Reeve (2018, p. 99)

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## Incentives and consequences

**S : R → C**

Situation cue (incentive)  
Response (behavioural action)  
Consequence (reward or punishment)

Based on Reeve (2018, p. 100 - 101)

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## External regulation of motivation:

Incentives, consequences, and rewards

Based on operant conditioning

Incentive	Consequence	Rewards
Environment that attracts a person away from a particular course of action (e.g., wage increase, physical punishment, seat belt alarm)	Relevant events that elicit a response (e.g., love, criticism, punishment, etc.)	Offering from one person to another person in exchange for his or her service or achievement (e.g., praise, etc.)

Based on Reeve (2018, pp. 100-106)

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## Reinforcer effectiveness

Reinforce effectiveness depends on:

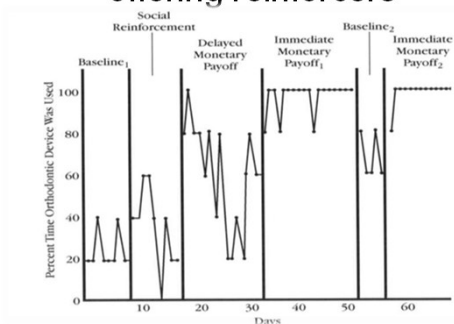
- Quality (e.g., intensity)
- Immediacy (vs. delay)
- Recipient's need for, and perceived value of, the reward (person/reinforcer fit) (e.g., "one man's meat is another man's poison")

Based on Reeve (2018, pp. 102-106)

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## Managing behaviour by offering reinforcement



Reeve (2015), Figure 5.1 Effect of reinforcement on use of orthodontic device, p. 123)

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## Rewards

Do rewards facilitate desirable behaviour?

Rewards elicit positive emotion and facilitate behaviour because they provide opportunity for personal gain

How do rewards work?

Unexpected turn for the better  
 → dopamine released  
 → Behavioural Activation System  
 = Brain latching onto environmental signal of unexpected gain.

Based on Reeve (2018, p. 103)

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## Hidden cost of rewards

Extrinsic rewards can have unexpected, unintended, and adverse effects on intrinsic motivation, learning, and self-regulation.

**Using a reward to engage someone in an activity**

Intended effect	Unintended effect
<ul style="list-style-type: none"> <li>Promotes compliance (behavioural engagement in the activity)</li> </ul>	<ul style="list-style-type: none"> <li>Undermines intrinsic motivation</li> <li>Interferes with the quality and process of learning (encourages short-cuts)</li> <li>Interferes with the capacity for autonomous self-regulation</li> </ul>

Based on Reeve (2018), p. 106

13

## Do punishers work?

### Do they suppress undesirable behaviour?

Research shows punishment is an ineffective motivational strategy despite its popularity

**Side effects**

Negative emotional impact	Negative reinforcement	Negative modeling
e.g., crying between punishment and punishment	e.g., crying between punishment and punishment	e.g., crying between punishment and punishment

Based on Reeve (2018, pp. 113-114)

14

## Immediate & long-term consequences of corporal punishment

- Short-term:
  - Immediate compliance
- Long-term:
 

Child	Adult
<ul style="list-style-type: none"> <li>↑ aggression</li> <li>↑ antisocial behaviour</li> <li>↓ mental health</li> <li>↓ internalisation</li> <li>↓ quality of child-parent relationship</li> <li>↑ physical abuse</li> </ul>	<ul style="list-style-type: none"> <li>↑ aggression</li> <li>↓ mental health</li> <li>↑ alcoholism</li> <li>↓ internalisation</li> <li>↓ parental control</li> <li>↑ child abuse</li> <li>↑ criminal/antisocial</li> </ul>

Based on Reeve (2018, Figure 5.1, p. 106)

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## Benefits of incentives, consequences, and rewards

When there is no intrinsic motivation to be undermined, rewards can make an uninteresting task seem worth pursuing e.g.,

- Developing daily living skills, such as dressing
- Motivating children to start their homework
- Getting motorists to stop at stop signs
- Participating in recycling and energy conservation
- Teaching autistic children to initiate conversation
- Increasing older adults' participation in physical activity

Based on Reeve (2018, pp. 111-112)

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## Reasons not to use extrinsic motivation

(even for uninteresting endeavors)

- Undermines quality of performance and interfere with the process of learning.
- Should be asking the hard question: why is someone being asked to do an uninteresting task in the first place?
- There are better ways to encourage participation than bribery.
- Undermines individual's long-term capacity for autonomous self-regulation.

Based on Reeve (2018, p. 112)

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## Intrinsic motivation

Inherent desire to engage one's interests and to exercise and develop one's capacities.

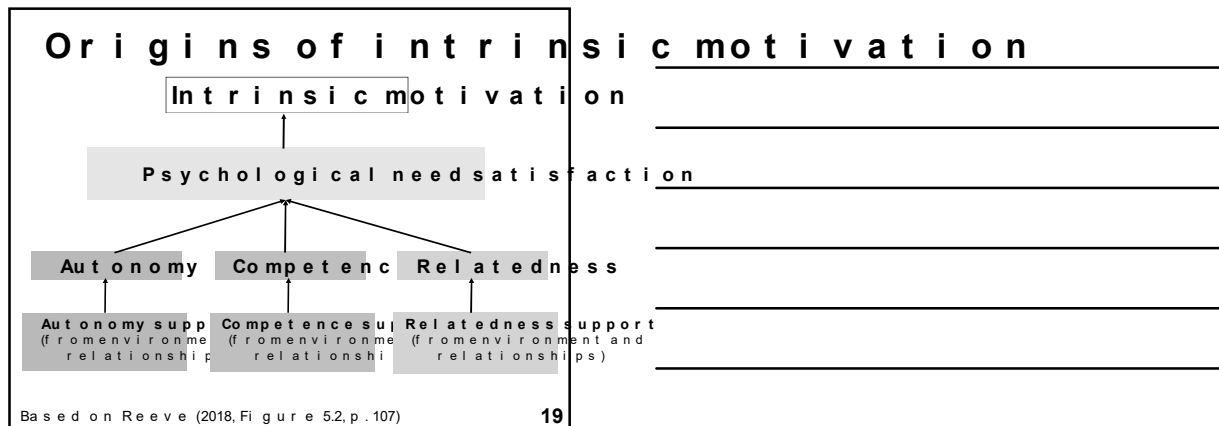
↓  
"I am doing this because it is interesting."

↓  
engaged activity  
interesting,  
fun, enjoyable,  
satisfying psychological needs  
(i.e., autonomy, competence, relatedness)

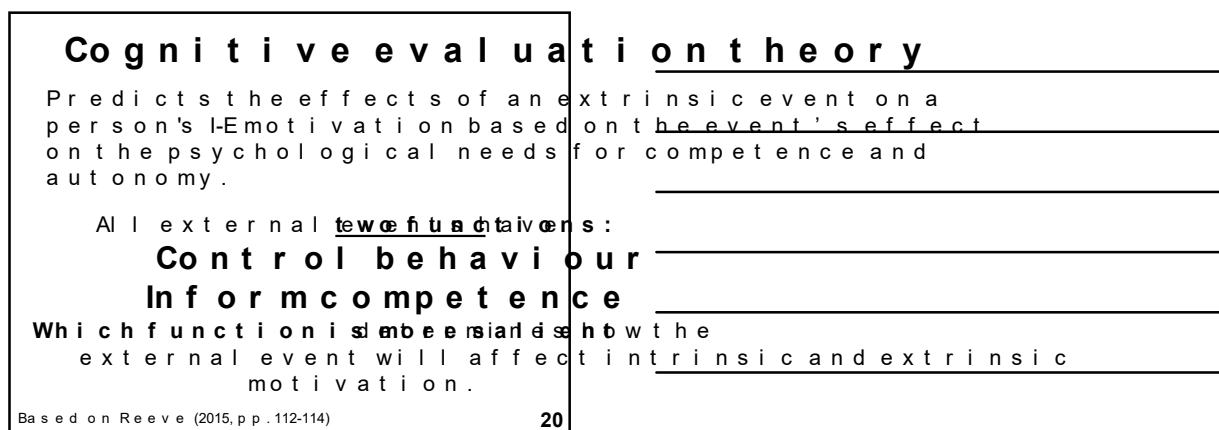
Based on Reeve (2018, p. 107)

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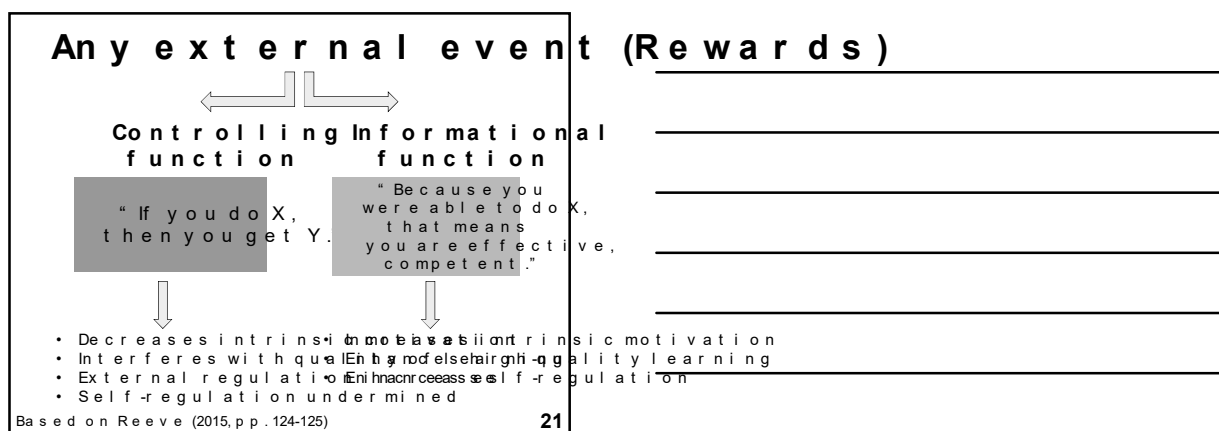
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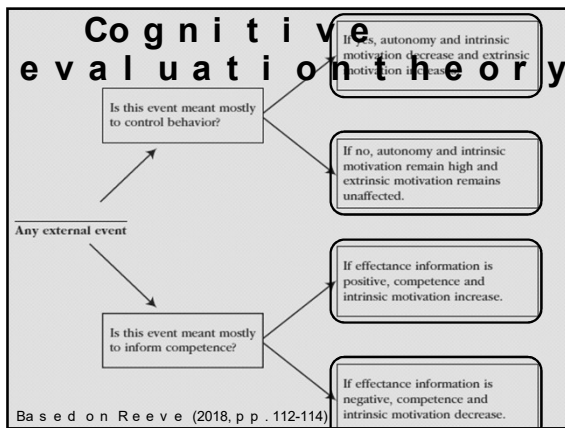
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### What makes us feel good about our work?

Dan Ariely

#### TED Talk (10:32 mins)

<https://www.youtube.com/watch?v=5aH2Ppjpho#t=594>

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### Amotivation

Motivational apathy can be caused by a lack of:

Autonomy	Competence	Relatedness:
"I am not interested in the task."	"I cannot effectively perform the required behaviour."	"I dislike the people involved in this activity."
"The task has no appeal or meaning to me."	"I cannot obtain the desired outcome."	"I have no sense of connection with others in this domain."

Based on Reeve (2018, pp. 119-120)

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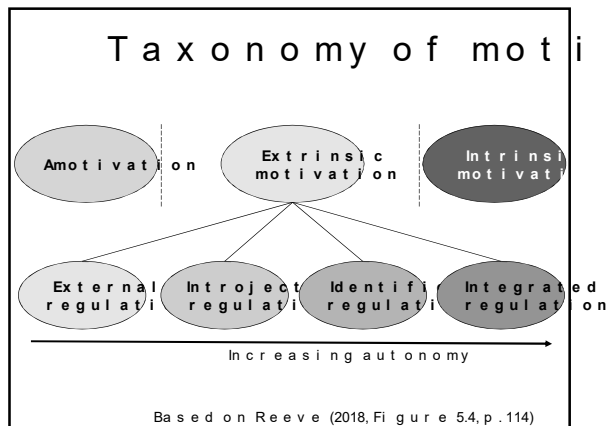
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### Types of extrinsic motivation

Example: Why I Recycle

Type of extrinsic motivation	External consequence at stake	Internal consequence is...	Example
External Regulation	Incentives, consequences	to get or to avoid consequence	to make 5 cents on each can
Introjected Regulation	Avoid guilt, boost esteem	because I should, because I should feel good (rather than guilty) about myself.	
Identified Regulation	Valuing, sense of importance	because it is important for a cleaner environment.	
Integrated Regulation	Value congruence	because it expresses who I am and what I believe.	

Based on Reeve (2015, Table 5.1, p. 144)

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### Internalisation

- Transforming an external way of thinking or behaving into an internally-endorsed one.
- The “carrot and stick” are first internalised, then disappear altogether, to be replaced by authentic inner desire to perform the behaviour.
- With full integration, the person themselves - not the environment or society - generates the value, behaviour, or regulation.

Based on Reeve (2018, p. 117)

27

## Motivating others to do uninteresting activities

Ways to promote more autonomous  
extrinsic motivation

### ■ Provide an explanatory rationale

Explain why the activity is important and  
useful.

### ■ Building contextual situational

interest in an activity and then develop  
individual interest in the activity over  
time.

Based on Reeve (2018, pp. 117-118)

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## Explanatory rationale example 1

### ■ Aparent explains to a child why raking the leaves is an important and necessary thing to do:

*Raking the leaves is important because  
but his fire season is coming and we don't want  
to have to catch on fire.*

Based on Reeve (2018, p. 118)

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## Explanatory rationale example 2

### ■ A medical doctor explains why exercising is important for her patient:

*Exercise regularly will improve cholesterol  
and clean out your arteries. This will  
decrease your risk of heart attack, improve  
mood, boost energy, and help you gain  
control over your weight.*

Based on Reeve (2018, p. 118)

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## Building interest in a particular domain

**Characteristics of the environment**  
Objects and activities that are novel, surprising, need-satisfying, and relevant to one's interests.

**Characteristics of the person**  
Person develops enduring disposition to prefer activity in particular domain.

**Actualized experience**  
Increased:  
• Attention  
• Learning  
• Knowledge  
• Achievement

Based on Reeve (2018), pp 31

31

## Summary

- Extrinsic motivation comes from environmental rewards and punishments (Incentives, Consequences, Rewards, Punishments, Conditioning)
- EM hidden cost → undermining IM
- Cognitive evaluation theory (Cognitive competence, Autonomy, Competence)
- Types of extrinsic motivation:
  - External regulation
  - Introjected regulation
  - Identified regulation
  - Integrated regulation
- Motivating other uninteresting activities
  - explanatory rationales
  - build interest via environment & person

Based on Reeve (2018, p 32-122)

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## Next lecture

### Psychological needs (Ch 06)

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## References

- Reeve, J. (2005). *der s t an din g mo t iv at io n an d emo t i o n h e d .*. Ho b o k e n , N J : W i l e y .
- Reeve, J. (2008). *der s t an din g mo t iv at io n an d emo t i o n h e d .*. Ho b o k e n , N J : W i l e y .

34

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# Psychological needs



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# Psychological needs

Reading:  
Reeve (2015)  
Ch 6



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## Outline – Psychological needs

- Psychological needs
- Autonomy
- Competence
- Relatedness

Based on Reeve (2018, p. 123)

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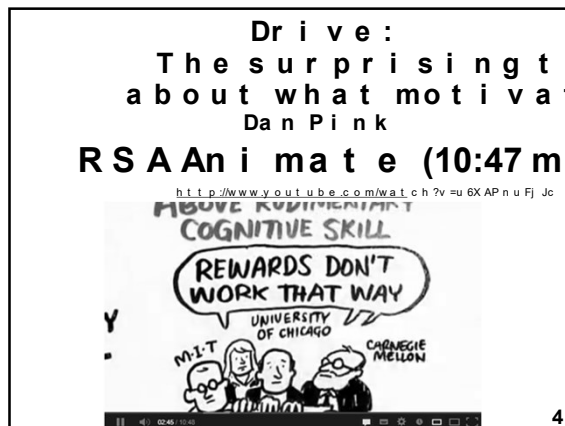
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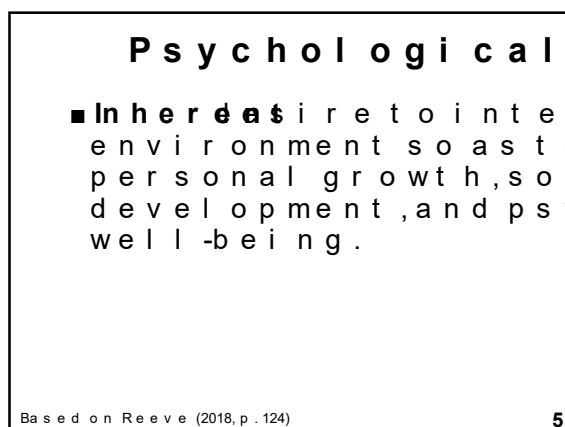
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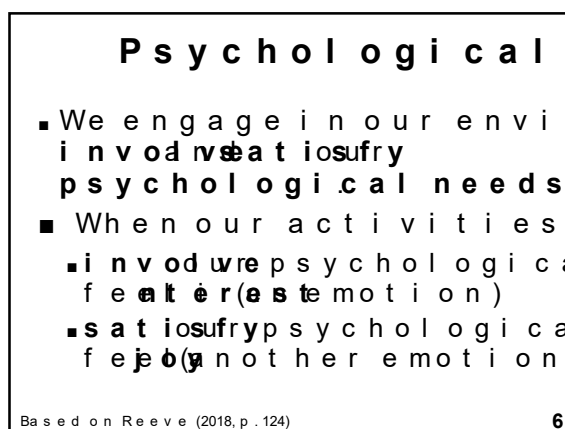
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## Psychological needs

- Environmental support and nurture
- positive emotions
- optimal experience
- healthy development

Based on Reeve (2018, p. 124)

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## Organismic approach to motivation

- People are inherently active
  - We are always in active exchange with our environment because it offers what we need to be well, grow, and actualise our potential.
- People need supportive, rather than hostile environments
  - Need satisfaction leads → growth and adaptive functioning
  - Need frustration leads → defense and maladaptive functioning

Based on Reeve (2018, pp. 124-125)

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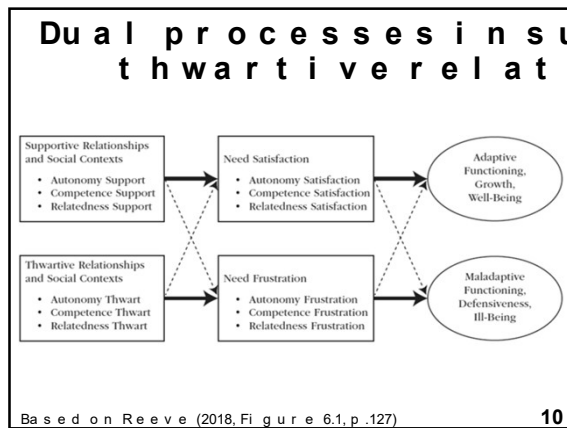
## Need satisfaction benefits

Engagement	↑ initiative, effort, enthusiasm, and planning
Personal growth	↑ personal development
Intrinsic motivation	↑ interest and enjoyment in tasks
Internalisation	↑ conditional engagement in uninteresting tasks
Health	↑ health-promoting lifestyle
Well-being	↑ positive emotion and sense of purpose

Based on Reeve (2018, pp. 125-127)

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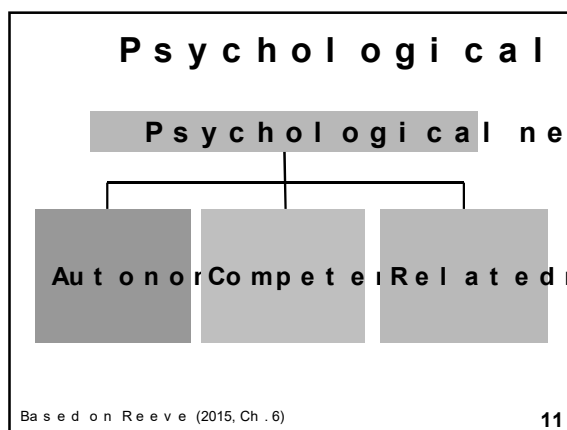
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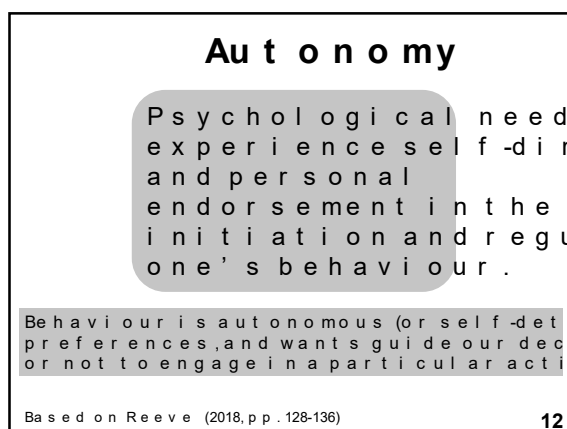
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## Perceived autonomy

**Internal locus of causality**

Individuals understand themselves as causal sources of their motivated actions.

**Volition**

Feeling energized and fun pressing oneself to engage in an activity.

**Choice over one's actions**

Subjective experience that one may decide to pursue one course of action rather than another course of action.

Based on Reeve (2015, Figure 4.3, p. 159)

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## The conundrum of choice

Not all choices promote autonomy

**“either-or” choice offerings**

offered by others fail to tap into, and involve, the need for autonomy.

**True choice**

reflects one's values & interests

Enhances a sense of autonomy, effort, creativity, preference for challenge, and performance.

Based on Reeve (2018, p.p. 134-135)

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## Motivating styles

Contrasting interpersonal tones between an autonomy-supportive vs. a controlling motivating style

Motivating Style

**Autonomy Support**

An interpersonal tone of Understanding:

- I am your ally
- I am here to understand you
- I am here to support you and your strivings

**Neutral**

**Controlling**

The interpersonal tone of Pressure:

- I am your boss
- I am here to monitor you
- I am here to change and to socialize you

Based on Reeve (2018, Figure 6.2, p. 129)

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Autonomy support benefits	
Motivation	<ul style="list-style-type: none"> <li>• Intrinsic and mastery motivation</li> <li>• Perceived control</li> <li>• Curiosity</li> </ul>
Engagement	<ul style="list-style-type: none"> <li>• More positive and less negative emotion</li> <li>• Better attendance and persistence</li> </ul>
Development	<ul style="list-style-type: none"> <li>• Self-worth</li> <li>• Creativity</li> <li>• Preference for optimal challenge</li> </ul>
Learning	<ul style="list-style-type: none"> <li>• Conceptual understanding</li> <li>• Deep, active information processing</li> <li>• Self-regulation strategies</li> </ul>
Performance	<ul style="list-style-type: none"> <li>• Grades</li> <li>• Task performance</li> <li>• Standardised test scores</li> </ul>
Psychological well-being	<ul style="list-style-type: none"> <li>• Psychological well-being</li> <li>• Vitality</li> <li>• School/life satisfaction</li> </ul>

Based on Reeve (2018, Figure 6.3, pp. 134-136)

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Ways of supporting autonomy	
■ Nurture inner motivational resources	
■ Provide explanatory rationales	
■ Listen empathically	
■ Use informational language	
■ Display patience	
■ Acknowledge & accept displays of negative affect	

Based on Reeve (2018, pp. 128-134)

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Autonomy-supportive vs. controlling teaching	
Autonomy-supportive	Controlling
Adopt student perspective	Adopt only teacher perspective
Vitalise inner motivational resources during instruction	Use external motivators
Provides explanatory rationales	Neglects to provide explanatory rationales
Non-pressuring, informational language	Controlling and pressuring language
Acknowledges and accepts negative feedback	Conceals and tries to change negative affect
Displays patience	Displays impatience

Based on Reeve (2018, p. 129)

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### Starting points to enact an autonomy-supportive motivating style

- Adopt, value, and appreciate the other's perspective.
- Invite (solicit) and welcome the other's thoughts, feelings, and behaviours into the flow of the activity.

Based on Reeve (2018, pp. 128-134)

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### Moment-to-moment autonomy support

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

Autonomy support	Controlling
<ul style="list-style-type: none"> <li>• Listen carefully</li> <li>• Allow others to think</li> <li>• Provide rationales</li> <li>• Encourage effort</li> <li>• Praise progress mastery</li> <li>• Ask others what they want to do</li> <li>• Respond to questions</li> <li>• Acknowledge the other's perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Hoard resources</li> <li>• Show/tell correct answers</li> <li>• Speak directives, commands</li> <li>• Should, must, have to statements</li> <li>• Ask controlling questions</li> <li>• Seem demanding</li> </ul>

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

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### Competence

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

Reflects desire to exercise and to extend one's skills and capacities and, in doing so, seek out and master optimal (developmentally-appropriate) challenges. Generates a willingness to seek out those optimal challenges.

Based on Reeve (2018, p. 136)

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## Challenge and optimal challenge

- The essence of challenge:  
 “Can you do it? Can you cope successfully? Can you handle whatever it is the environment is asking or requiring you to do (e.g., Can you make friends? Can you dance? Can you jump over the fence? Can you run a mile without collapsing?).”
- The essence of optimal challenge:  
 “Can you do a little better than you have done in the past? When your developmental stage in relation to this task, can you improve? Can you do better? Can you grow and develop your skill further?”

Based on Reeve (2018, pp. 136-137)

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## Involving competence

### Key environmental conditions

- Optimal challenge and flow
  - Flow is a state of concentration that involves 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
  - Error making is essential for optimising learning.
  - Failure produces opportunities for learning.

Based on Reeve (2018, pp. 136-141)

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## Involving competence

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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### Structure

- Amount and clarity of info provided about what and how to do a task (to develop desired skills and achieve desired outcomes).
- Typical steps:
  - Clear expectations: Communicate clear expectations about how to achieve high standards
  - Guidance: Model, mentor and coach the "how-to" skills, providing resources and support
  - Feedback: Facilitate reflection to build competence and develop pathways to more effective functioning

Based on Reeve (2018, p. 139)

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### We learn more from failure than success

Failure produces unique learning opportunities:

- encourages identification of causes (and ways to remedy)
- motivates updating of coping strategies
- prompts seeking of advice and guidance.

Based on Reeve (2018, p. 141)

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### Relatedness

Psychological need to establish close emotional bonds and attachments with other people (caring, responsive, reciprocal, warm relationships).

The desire to be emotionally connected to and interpersonally involved in warm relationships

Based on Reeve (2015, pp. 142-146)

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## Conditions that satisfy the need for relatedness

### ■ Social bond

- The other person cares about my welfare, likes me

### ■ Responsiveness

- The other person offers understanding, validation, caring

Based on Reeve (2018, p. 144)

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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 relationships

- People care for the needs of the other, and both feel an obligation to support the other's welfare

### ■ Benefits of relatedness need satisfaction

- Engagement, developmental growth, health, and well-being

Based on Reeve (2018, p. 144)

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## Why relatedness is important

### ■ Provides social context to:

- Support internalisation
- Nurture vitality, engagement
- Fuel happiness (prevents loneliness, depression)

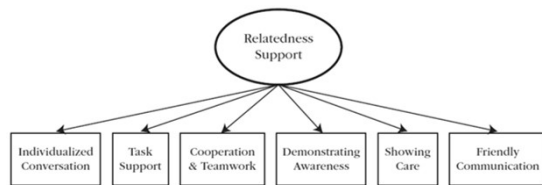
Persistence of emotions such as sadness, depression, jealousy, and loneliness are signs of the absence of high-quality, relatedness-satisfying social bonds and relationships.

Based on Reeve (2018, pp. 145-146)

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## Key elements of relatedness support



Based on Reeve (2018, Figure 6.6, p. 145)

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## Exchange relationships

- Acquaintance-or business-based relationship.
- Transactional. Desired outcome: Fair deal on material outcomes (time, money).
- No obligation to be concerned with the other's needs or welfare.
- Doesn't satisfy need for relatedness.

Based on Reeve (2018, pp. 145-146)

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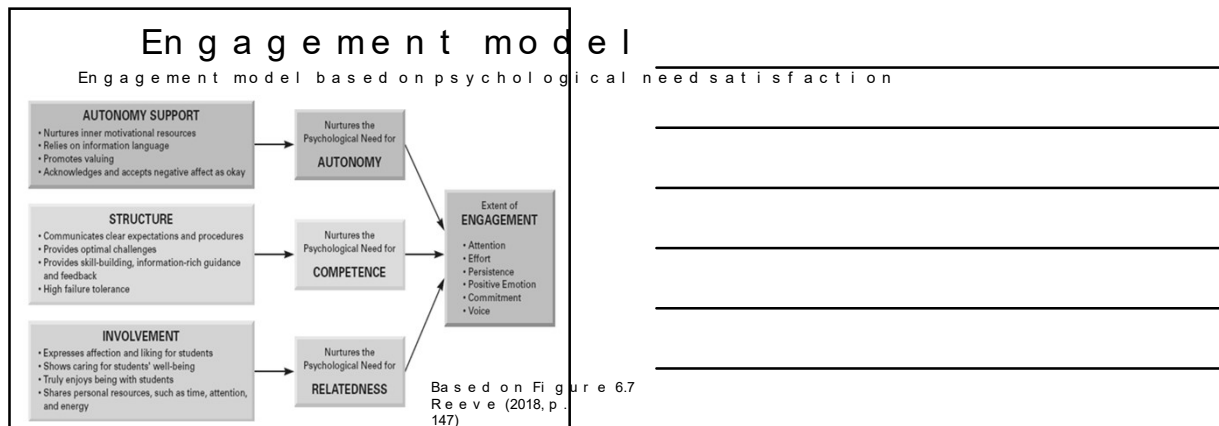
## Communal relationships

- Relationship between people who care about the welfare and needs of the other (e.g., friendships, family, romantic partners).
- Monitor and keep track of (and actively support the) other's needs (instead of "keeping score")
- Satisfies the relatedness psychological need.

Based on Reeve (2018, pp. 145-146)

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**What makes for a good day?**

**Psychological nutrients for good days, positive well-being, and vitality**

- **Daily autonomy**
- **Daily competence**
- **Daily relatedness**

Based on Reeve (2018, p. 147)

35

**Summary**

- Organismic approach assumes:
  - People are inherently active
  - Psychological needs provide inherent motivation to engage in the environment
  - Environments sometimes support and sometimes frustrates meeting of these needs.
- Satisfying basic psychological needs is required for optimal growth and well-being:
  - Autonomy
  - Competence
  - Relatedness

36



### Next lecture

- Implicit motives (Ch 07)
- Goal-setting (Ch 08)

37

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### References

- Reeve, J. (2005). *Understanding motivation and emotion* (6th ed.). Hoboken, NJ: Wiley.
- Reeve, J. (2008). *Understanding motivation and emotion* (7th ed.). Hoboken, NJ: Wiley.

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