MOTIVATION & EMOTION

Extrinsic motivation and internalisation

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Image source

1

Extrinsic motivation and internalisation

Reading:
Reeve (2018) Ch 5

Image source: https://commons.wikimedia.org/wiki/File:Carrot_and_stick_motivation.svg

2

Outline – Extrinsic motivation

- Extrinsic motivation
- Incentives and rewards
- Hidden costs of reward
- Cognitive evaluation theory
- Types of EM
- 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 this** in order to get **that**".

↓ requested behaviour

↓ extrinsic incentive or consequence

"What's in it for me?"

(gaining reward or avoiding punishment)

Based on Reeve (2018, p. 100) **4**

4

Extrinsic motivation example 1

CEO offers financial incentives to increase worker productivity:

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

Based on Reeve (2018, p. 98) **5**

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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) **6**

6

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) **7**

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Incentives and consequences

$$S : R \rightarrow C$$

Situational cue (incentive) sets the occasion	Response (behavioural action)	Consequence (reward or punishment)

Based on Reeve (2018, p. 100 - 101) **8**

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External regulation of motivation:
Incentives, consequences, and rewards

Based on operant conditioning

Incentives	Consequences	Rewards
Environmental event that attracts or repels a person toward or away from a particular course of action. (e.g., wage increase, physical punishment, seat belt alarm)	Reinforcers: "Do" +ve: ↑ behaviour to get desirable outcome (e.g., love) -ve: ↑ behaviour to avoid undesirable quality (e.g., criticism) Punishers: "Stop": ↓ behaviour to avoid undesirable quality (e.g., speeding fine)	Offering from one person to another person in exchange for his or her service or achievement.

Based on Reeve (2018, pp. 100-106) **9**

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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) **10**

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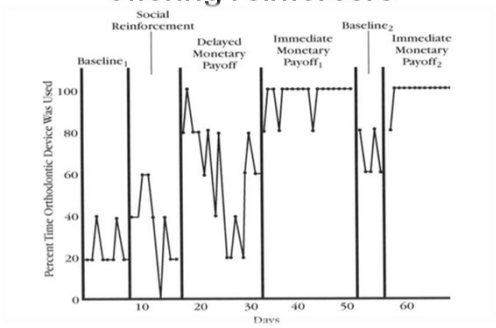
Managing behaviour by offering reinforcers



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 enliven positive emotion and facilitate behaviour because they **signal opportunity for personal gain**.

How do rewards work?

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

Based on Reeve (2018, p. 103) **12**

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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

- Promotes compliance (behavioural engagement in the activity)

Unintended effect

- Undermines intrinsic motivation
- Interferes with the quality and process of learning (encourages short-cuts)
- Interferes with the capacity for autonomous self-regulation

Based on Reeve (2018), p. 106) 13

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Do punishers work?

Do they suppress undesirable behaviour?

Research shows that **punishment** is an **ineffective** motivational strategy despite its popularity

Side effects

Negative emotionality e.g., crying, screaming, feeling afraid

Impaired relationship between punisher and punishee

Negative modeling of how to cope with undesirable behaviour in others

Based on Reeve (2018, pp. 113-114) 14

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Immediate & long-term consequences of corporal punishment

- Short-term:
  - Immediate compliance
- Long-term:
  - Child
    - ↑ aggression
    - ↑ antisocial behaviour
    - ↓ mental health
    - ↓ internalisation
    - ↓ quality of child-parent relationship
    - ↑ physical abuse
  - Adult
    - ↑ aggression
    - ↓ mental health
    - ↑ alcoholism
    - ↓ internalisation
    - ↑ alcoholism
    - ↑ child abuse
    - ↑ criminal/antisocial

Based on Reeve (2018, Figure 5.1, p 106 15

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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 initiative conversation
- Increasing older adults' participating 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 **<u>doing this</u>** because **<u>it is …"</u>**

↓ engaged activity

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

Based on Reeve (2018, p. 107)

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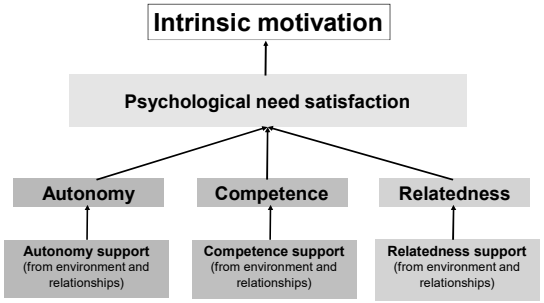
Origins of intrinsic motivation



Based on Reeve (2018, Figure 5.2, p. 107)

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Cognitive evaluation theory

Predicts the effects of an extrinsic event on a person's I-E motivation based on the event's effect on the psychological needs for competence and autonomy.

All external events have **two functions:**

Control behaviour

Inform competence

Which function is more salient determines how the external event will affect intrinsic and extrinsic motivation.

Based on Reeve (2015, pp. 112-114)

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Any external event (Rewards)

Controlling function	Informational function
"If you do X, then you get Y."	"Because you were able to do X, that means you are effective, competent."
• Decreases intrinsic motivation • Interferes with quality of learning • External regulation increases • Self-regulation undermined	• Increases intrinsic motivation • Enhances high-quality learning • Enhances self-regulation

Based on Reeve (2015, pp. 124-125)

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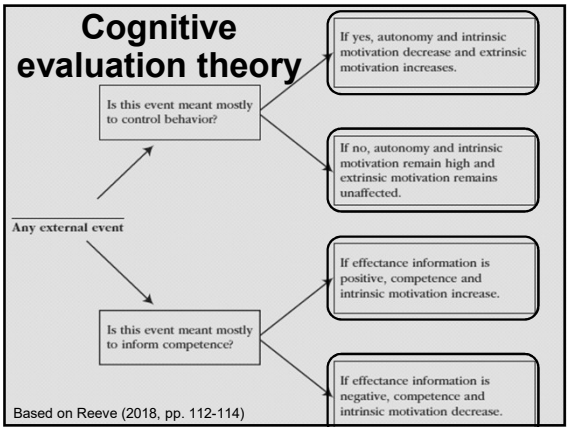
Cognitive evaluation theory



Based on Reeve (2018, pp. 112-114)

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What makes us feel good about our work? Dan Ariely

TED Talk (10:32 mins) Start at 9:54

https://www.youtube.com/watch?v=5aH2Ppjpcho#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 outcomes."	"I have no sense of connection with others in this domain"

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

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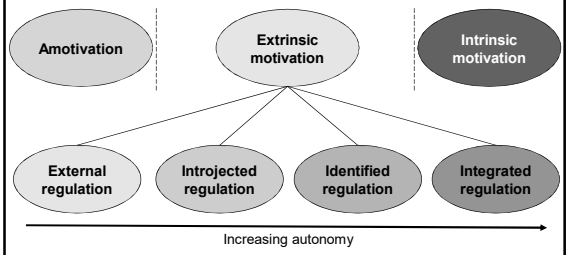
Taxonomy of motivation



Based on Reeve (2018, Figure 5.4, p. 114)

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Types of extrinsic motivation

Example: "**Why I Recycle**"

Type of extrinsic motivation	External contingency at stake	The reason I recycle is…	Example
External Regulation	Incentives, consequences	to get or to avoid a consequence.	to make 5 cents on each can
Introjected Regulation	Avoid guilt, boost self-esteem	because I should.	because I ought to, to feel good (rather than guilty) about myself.
Identified Regulation	Valuing, sense of importance	because it is important.	because it is important for a cleaner environment.
Integrated Regulation	Value congruence	because it reflects my values.	because it reflects and 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**

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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.
- **Build interest**: Catch situational interest in an activity and then develop individual interest in the activity over time.

Based on Reeve (2018, pp. 117-118) **28**

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Explanatory rationale example 1

- A parent explains to a child why raking the leaves is an important and necessary thing to do:
  Raking the leaves is important because bushfire season is coming and we don't want the yard to catch on fire.

Based on Reeve (2018, p. 118) **29**

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Explanatory rationale example 2

- A medical doctor explains why exercising is important for her patient:
  Exercising 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) **30**

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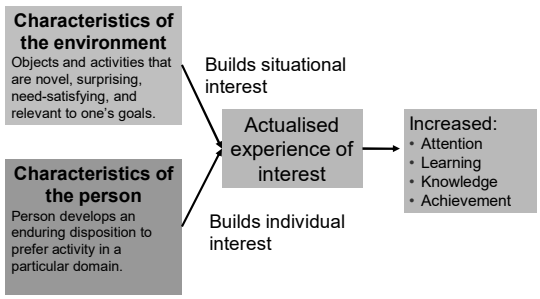
Building interest in a particular domain



Based on Reeve (2018), pp. 118) **31**

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Summary

- Extrinsic motivation comes from environmental rewards and punishments (operant conditioning) — Incentives, Consequences, Rewards
- EM hidden cost → undermining IM
- Cognitive evaluation theory — controlling or informational? — Autonomy, Competence
- Types of extrinsic motivation — External regulation, Introjected regulation, Identified regulation, Integrated regulation
- Motivating others to do uninteresting activities
  - explanatory rationales
  - build interest via environment & person

Based on Reeve (2018, pp. 120-122) **32**

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Next lecture

Psychological needs (Ch 06)

33

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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.

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MOTIVATION & EMOTION

Psychological needs

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Image source

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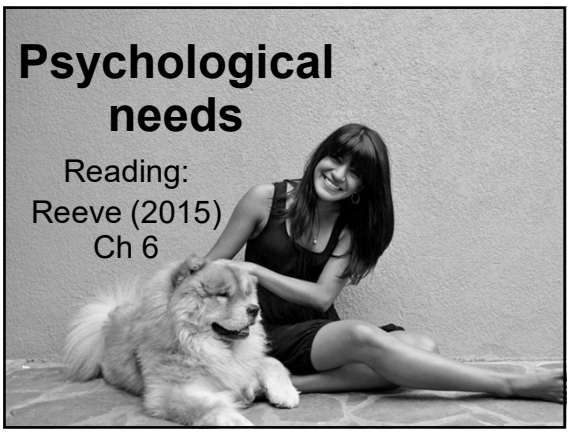
Psychological needs

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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Drive:
The surprising truth about what motivates us
Dan Pink

RSA Animate (10:47 mins)

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

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Psychological need

- **Inherent** desire to interact with the environment so as to advance personal growth, social development, and psychological well-being.

Based on Reeve (2018, p. 124)

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Psychological needs

- We engage in our environment to **involve** and **satisfy** our **psychological needs**.
- When our activities:
  - **involve** our psychological needs, we feel i**nterest** (an emotion)
  - **satisfy** our psychological needs, we feel **joy** (another emotion).

Based on Reeve (2018, p. 124)

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Psychological needs

- Environments that support and nurture one's **psychological needs** promote:
  - positive emotions
  - optimal experience
  - healthy development

Based on Reeve (2018, p. 124) 7

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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) 8

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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	↑ volitional engagement in uninteresting tasks
Health	↑ health-promoting lifestyle
Well-being	↑ positive emotion and sense of purpose

Based on Reeve (2018, pp. 125-127) 9

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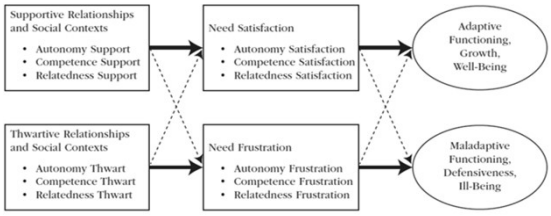
Dual processes in supportive and thwartive relationships



Based on Reeve (2018, Figure 6.1, p.127)

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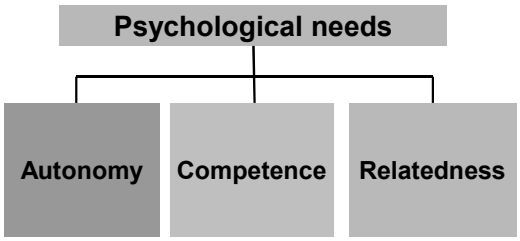
Psychological needs



Based on Reeve (2015, Ch. 6)

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Autonomy

Psychological need to experience self-direction and personal endorsement in the initiation and regulation of one's behaviour.

Behaviour is autonomous (or self-determined) when our interests, preferences, and wants guide our decision-making process to engage or not to engage in a particular activity → "I want to".

Based on Reeve (2018, pp. 128-136)

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Perceived autonomy

Internal locus of causality	Volition	Choice over one's actions
Individual's understanding of themselves as the causal source of their motivated actions.	Feeling heartfelt and unpressured willingness to engage in an activity.	Subjective experience that one may decide to pursue one course of action rather than another course of action.

Based on Reeve (2015, Figure 6.2, p. 159) 13

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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 need-satisfying autonomy.

Enhances intrinsic motivation, effort, creativity, preference for challenge, and performance.

Based on Reeve (2018, pp. 134-135) 14

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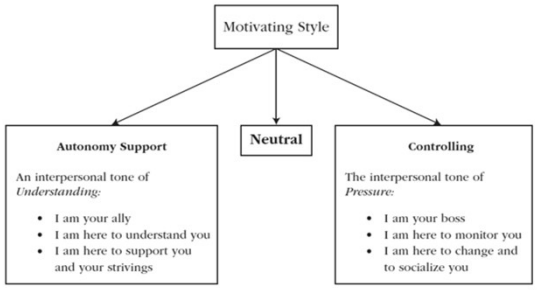
Motivating styles

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



Based on Reeve (2018, Figure 6.2, p.129) 15

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Autonomy support benefits

Motivation	• Intrinsic and mastery motivation • Perceived control • Curiousity
Engagement	• More positive and less negative emotion • Better attendance and persistence
Development	• Self-worth • Creativity • Preference for optimal challenge
Learning	• Conceptual understanding • Deep, active information processing • Self-regulation strategies
Performance	• Grades • Task performance • Standardised test scores
Psychological well-being	• Psychological well-being • Vitality • School/ life satisfaction

Based on Reeve (2018, Figure 6.3, pp. 134-136) **16**

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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) **17**

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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	Uses extrinsic motivators
Provides explanatory rationales	Neglects to provide explanatory rationales
Non-pressuring, informational language	Controlling, pressuring language
Acknowledges and accepts negative feedback	Counters and tries to change negative affect
Displays patience	Displays impatience

Based on Reeve (2018, p. 129) **18**

18

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
- Listen carefully
- Allow others time to talk
- Provide rationale
- Encourage effort
- Praise progress, mastery
- Ask others what they want to do
- Respond to questions
- Acknowledge the other's perspective

Controlling
- Hog resources
- Show/tell correct answers
- Speak directives, commands
- Should, must, have to statements
- Ask controlling questions
- Seem demanding

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?" Given 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) **22**

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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) **23**

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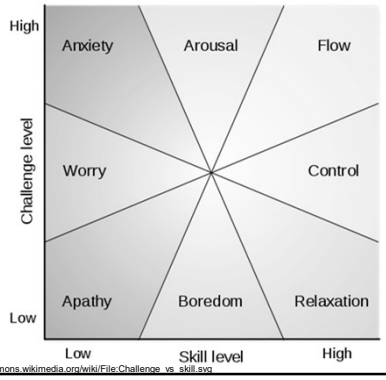
Involving competence



Source: 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) **25**

25

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) **26**

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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) **27**

27

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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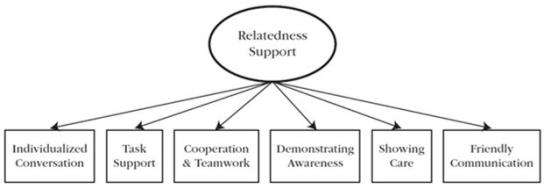
Key elements of relatedness support



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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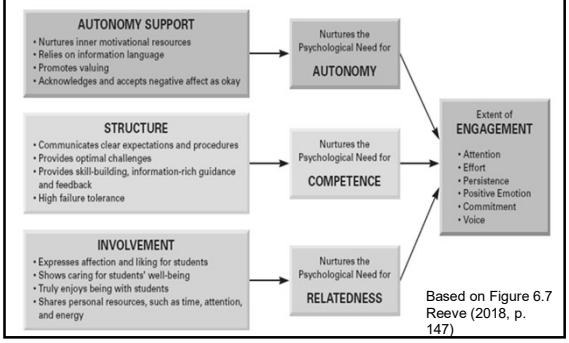
Engagement model

Engagement model based on psychological need satisfaction



Based on Figure 6.7 Reeve (2018, p. 147)

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What makes for a good day?

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

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

Based on Reeve (2018, p. 147)

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Summary

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

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Next lecture

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

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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.

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