

MOTIVATION & EMOTION

Intrinsic-extrinsic motivations & goal-setting



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Image source
1

Overview



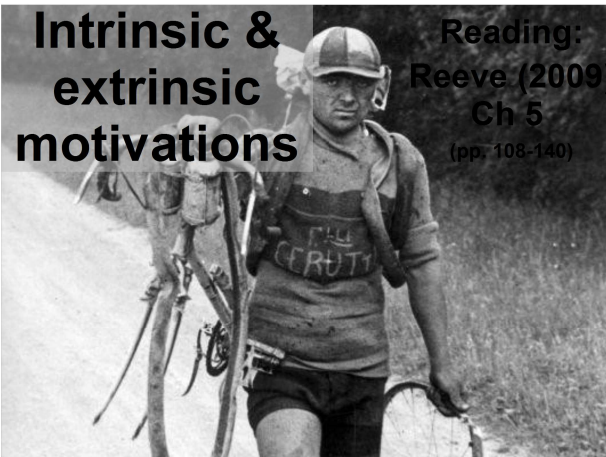
1. Intrinsic-extrinsic motivations
2. Goal setting



2

Intrinsic & extrinsic motivations

Reading:
Reeve (2009)
Ch 5
(pp. 108-140)



Outline – Intrinsic & extrinsic motivation

- Intrinsic & extrinsic motivations
- External regulation of motivation
- Hidden costs of rewards
- Cognitive evaluation theory
- What makes us feel good about our work?
- Types of extrinsic motivation
- Motivating others to do uninteresting activities
- Building interest

Based on Reeve (2009, pp. 142-143)

4

Intrinsic motivation

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

"I am **doing this** because **it is ...**" type of motivation

engaged activity

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

Based on Reeve (2009, pp. 111-112)

5

Origins of intrinsic motivation

Intrinsic motivation

Psychological
need satisfaction

Autonomy

Autonomy support
from the environment
and one's
relationships

Competence

Competence support
from the environment
and one's
relationships

Relatedness

Relatedness support
from the environment
and one's
relationships

Based on Reeve (2009, Figure 5.1, p. 112)

6

Benefits of intrinsic motivation

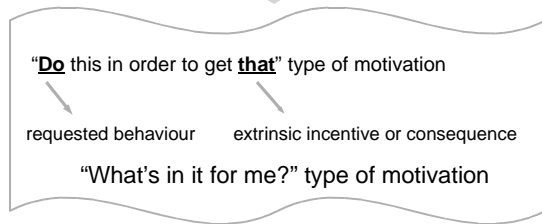
- Persistence** → The higher a person's intrinsic motivation, the greater the person's persistence on that task.
- Creativity** → The more people experience interest, enjoyment, satisfaction, and challenge of the work itself, the more creative they are.
- Conceptual understanding/ High-quality learning** → Flexible thinking, Active information processing, Learning in conceptual way...
- Optimal functioning & well-being** → Greater self-actualisation, Greater subjective vitality, Less anxiety and depression, Greater self-esteem....

Based on Reeve (2009, pp. 112-113)

7

Extrinsic motivation

An environmentally created reason (e.g., incentives or consequences) to engage in an action or activity.



Based on Reeve (2009, pp. 113-114)

8

External regulation of motivation

- Based on operant conditioning
- Incentives precede behaviour
- Consequences follow behaviour

Incentives	Consequences	Rewards
An environmental event that attracts or repels a person toward or away from initiating a particular course of action. (e.g., S: R → C) Situational cue Response Consequence	1. Reinforcers "Do it" 1. Positive: ↑s action to get more of a desirable quality 2. Negative: ↑s action (escape) to get less of an undesirable quality 2. Punishers "Stop it": ↓s action to avoid undesirable quality	Any offering from one person given to another person in exchange for his or her service or achievement. May or may not serve as reinforcers.

Based on Reeve (2009, pp. 114-120)

9

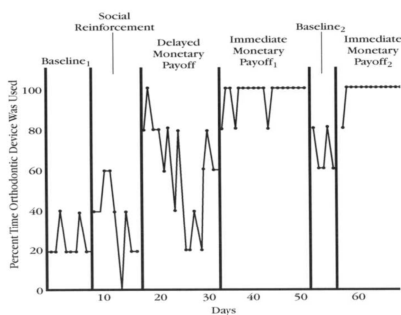
What determines a reinforcer's effectiveness?

- Quality
- Immediacy
- Person/reinforcer fit
- Recipient's need for that particular reward
- Intensity
- Recipient's perceived value of the reinforcer

Based on Reeve (2009, pp. 114-120)

10

Managing behaviour by offering reinforcers



Reeve (2009), Figure 5.2 Effect of Reinforcement on use of Orthodontic Device, p. 117)

Rewards

How do rewards work?
Do they facilitate desirable behaviour?

Extrinsic rewards enliven positive emotion and facilitate behaviour because they signal opportunity for a personal gain.

When events take an unexpected turn for the better, then **dopamine** is released and **Behavioural Activation System (BAS)** neural activation occurs, as the brain inherently latches onto the environmental signal of the unexpected gain.

Based on Reeve (2009, pp. 120-121)

12

Do punishers work?

Do they suppress undesirable behaviour?

Research shows that **punishment** is an **ineffective** motivational strategy (popular but ineffective)

“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 (2009, p. 121)

13

Immediate & long-term consequences of corporal punishment (Spanking)

■ Short-term:

- Immediate compliance

■ Long-term:

- More aggressive
- More anti-social
- Poorer mental health
- Poorer quality of relationship with parent
- More likely to experience physical abuse
- More likely to abuse own child
- More likely to get a criminal record

Based on Reeve (2009, Figure 5.4, p 122)

14

Hidden cost of rewards

The unexpected, unintended, and adverse effects that extrinsic rewards sometimes have on intrinsic motivation, high-quality learning, and autonomous self-regulation.

Using a reward to engage someone in an activity

Intended primary effect

- Promotes compliance (behavioural engagement in the activity)

Unintended primary effect

- Undermines intrinsic motivation
- Interferes with the quality and process of learning
- Interferes with the capacity for autonomous self-regulation

Based on Reeve (2009), Figure 5.5, pp. 121-124)

15

Do rewards always reduce intrinsic motivation?

Answer: Not always - depends on expectancy and tangibility.

- Expected, tangible (concrete, not verbal or symbolic) rewards ↓ intrinsic motivation.
- But unexpected, non-tangible rewards do not ↓ IM

Based on Reeve (2009, p. 125)

16

Benefits of incentives, consequences, and rewards

When there is **no** intrinsic motivation to be undermined (uninteresting tasks), rewards can make an otherwise uninteresting task seem suddenly worth pursuing e.g.,



Based on Reeve (2009, pp. 126-128)

17

Four reasons not to use extrinsic motivation (even for uninteresting endeavors)

Extrinsic motivators still undermine the quality of performance and interfere with the process of learning.

Using rewards distracts attention away from asking the hard question of why a person is being asked to do an uninteresting task in the first place.

There are better ways to encourage participation than extrinsic bribery.

Extrinsic motivators still undermine the individual's long-term capacity for autonomous self-regulation.

Based on Reeve (2009, pp. 127-128)

18

Cognitive evaluation theory

- Provides a way for predicting the effects that any extrinsic event will have on motivation.
- Explains how an extrinsic event (e.g., money, grade, deadline) affects intrinsic and extrinsic motivations, as mediated by 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 (2009, pp. 128-129)

19

Cognitive evaluation theory

1. External events that influence PLOC affect intrinsic motivation:

↑ external PLOC → ↑ EM and ↓ IM

↑ internal PLOC → ↓ EM and ↑ IM

2. External events that influence competence affect intrinsic motivation:

↓ competence → ↑ EM and ↓ IM

↑ competence → ↓ EM and ↑ IM

3. The relative salience of whether an event is mostly controlling or mostly informational determines its effect on I & E motivation.

Based on Reeve (2009, Table 5.1, p. 129)

20

Cognitive evaluation theory

Any external event (Rewards)

Controlling function

"If you do X,
then you get Y."

- Decreases intrinsic motivation
- Interferes with quality of learning
- External regulation increases
- Self-regulation undermined

Informational function

"Because you
were able to do X,
that means
you are effective,
competent."

- Increases intrinsic motivation
- Enhances high-quality learning
- Enhances self-regulation

Based on Reeve (2009, pp. 129-130) 21

What makes us feel good about our work?

Dan Ariely

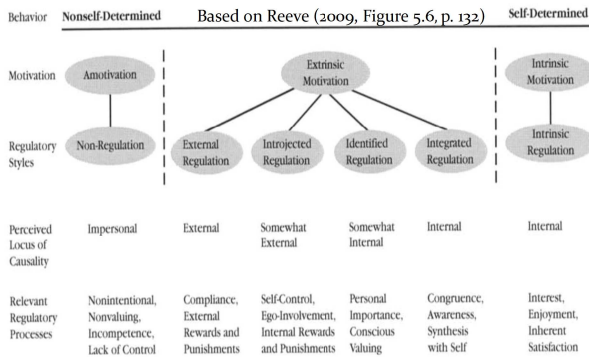
TED Talk (20 mins) Start at 9:54

http://www.youtube.com/watch?feature=player_detailpage&v=5aH2Ppjpcho#t=594



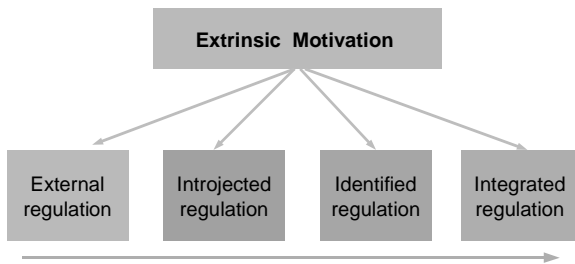
22

Self-determination continuum showing types of motivation



Types of extrinsic motivation

Self-Determination Theory posits that different types of motivation can be organised along a continuum of self-determination or perceived locus of causality.



Based on Reeve (2009, pp. 131-133)

Increasing autonomy

24

Building interest in a particular domain

Characteristics of the environment

Object and activities that are novel, surprising, need-satisfying, and relevant to one's goals.

Builds situational interest

Characteristics of the person

Person has, over time, developed an enduring disposition to prefer activity in a particular domain.

Builds individual interest

Actualised experience of interest

Increased:
• Attention
• Learning
• Knowledge
• Achievement

Based on Reeve (2009), Figure 5.8, p. 137) **28**

I-E motivation summary

- Intrinsic (internal) & extrinsic (external) motivations
- External regulation of motivation — Incentives, Consequences, Rewards
- Hidden costs of rewards
- Cognitive evaluation theory — External Regulation, Introjected Regulation, Identified Regulation, Integrated Regulation
- Types of extrinsic motivation
- Motivating others to do uninteresting activities
- Building interest in a particular domain

Based on Reeve (2009, pp. 142-143)

29

Goal setting & goal striving



Reading:
Reeve (2009)
Ch 8
(pp. 205-228)

Outline – Goal setting & goal striving

- **Plans**
 - Discrepancy
 - Plan-action sequence
 - Corrective motivation
 - Two types of discrepancy
- **Goal setting**
 - Goal-performance discrepancy
 - Difficult, specific goals enhance performance
 - Feedback
 - Goal acceptance
 - Criticisms
 - Long-term goal setting
- **Goal striving**
 - Mental simulations: Focusing on action
 - Implementation intentions
 - Goal pursuit: Getting started
 - Goal pursuit: Persisting and finishing
- **Creating an effective goal-setting program**

Based on Reeve (2009, pp. 205)

31

Discrepancy between present and ideal states

Present state represents the person's current status of how life is going. Ideal state represents how the person wishes life was going.

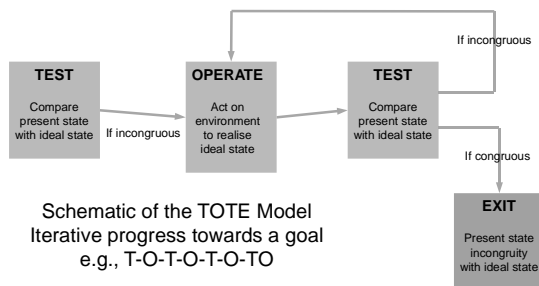


- When the present state falls short of the hoped-for ideal state, a discrepancy is exposed.
- It is the **discrepancy** - rather than the ideal state per se – that has motivational properties.
- Discrepancy creates the sense of wanting to change the present state so that it will move closer and closer toward the ideal state.

Based on Reeve (2009, pp. 210-211)

32

The Test-Operate-Test-Exit (TOTE) unit



Based on Reeve (2009, Figure 8.1, p. 208)

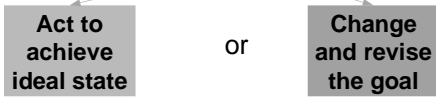
33

Corrective motivation

More recent view is that **discrepancy** between actual and ideal states does not automatically trigger an action sequence. Instead, the discrepancy creates a "**corrective motivation**", i.e., a desire to reduce the discrepancy by either:

- Taking action to pursue the ideal state or
- Changing the goal or
- Withdrawing from the goal

Discrepancy between actual and ideal



Based on Reeve (2009, pp. 209-210)

34

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 (2009, p. 211)

35

Goal setting

A goal is whatever an individual is trying to accomplish.

(1) **Standard**
a definition of what adequate performance is

A reference point for guiding subsequent mental & physical action so that one can evaluate adequacy for one's performance.

Defines the cross-over point between satisfaction and dissatisfaction.

(2) **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 (2009, pp. 211-212)

36

Goal-performance discrepancy

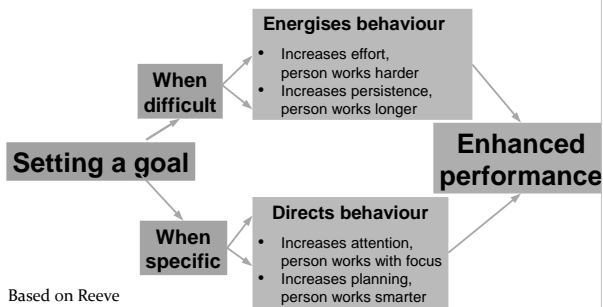
People with goals outperform people without goals

Goals can be self-created or accepted (from others)

Based on Reeve (2009, p. 212)

37

How difficult and specific goals raise performance to remove goal-performance discrepancies



Based on Reeve (2009), Figure 8.2, pp. 213-214

38

Additional goal mechanisms

Why do goals work to increase performance?

Goals clarify performance expectations.

Goals counteract apathy, boredom.

Goals make feedback important.

Without goals, performance can be emotionally unimportant.

Goal attainment can generate feeling of pride, satisfaction, or competence that the task itself cannot generate.

Based on Reeve (2009, p. 214)

39

Should I make my goals public?

Derek Sivers: Keep your goals to yourself:

http://www.ted.com/talks/lang/eng/derek_sivers_keep_your_goals_to_yourself.html

Common wisdom has that sharing goals helps you achieve them because it creates social expectation. However, when you tell someone your goal, and they acknowledge, 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.

Feedback

The fundamental importance of feedback
or knowledge of results

Feedback documents the performer's progress towards goal attainment.

(1) Feedback defines performance

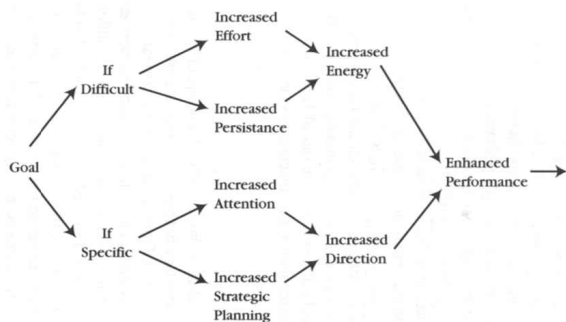
Therefore, instructive to future goal setting efforts



(2) Feedback acts as a reinforcer (or punisher)

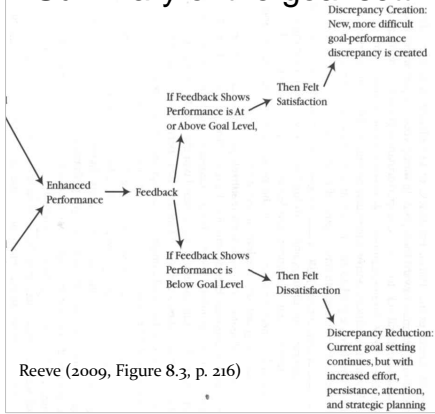
Based on Reeve (2009, p. 215)

Summary of the goal-setting process

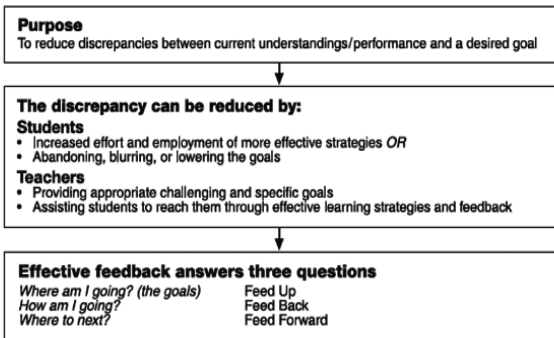


Reeve (2009, Figure 8.3, p. 216)

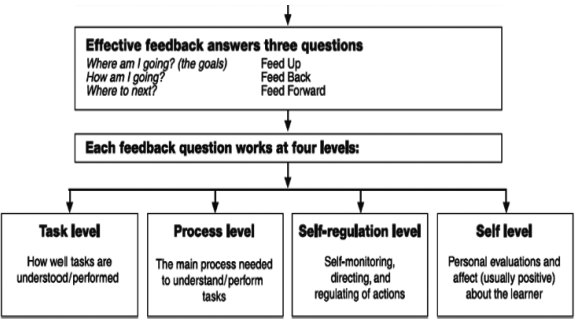
Summary of the goal-setting process



A model of feedback to enhance learning (From Hattie & Timperley (2007, Figure 1))



A model of feedback to enhance learning (From Hattie & Timperley (2007, Figure 1))



Brian Tracy: If you could achieve one goal in 24 hours

<http://www.youtube.com/watch?v=Q6GdnQm0gSE>
(2 minutes)

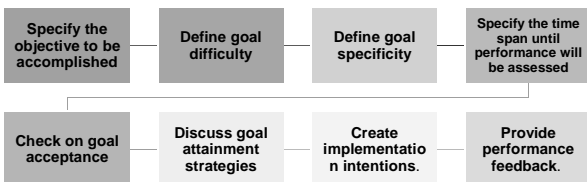
- List 10 goals for next 12 months
- Pick the one that would most change your life if you could have it in the next 24 hours
- On one page, write everything you can do to achieve that goal
- Do one thing towards that goal every day

55

Putting it all together

Steps in an effective goal-setting program

Sequential steps within the **goal-setting** process



Sequential steps within the **goal-striving** process

Based on Reeve (2009, pp. 225-226)

56

Next lecture



Personal control beliefs
(Ch 9)

The self & its strivings
(Ch 10)

57

References

- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.
- Reeve, J. (2009). *Understanding motivation and emotion* (5th ed.). Hoboken, NJ: Wiley.

Note: Image credits are in the slide notes

58

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59
