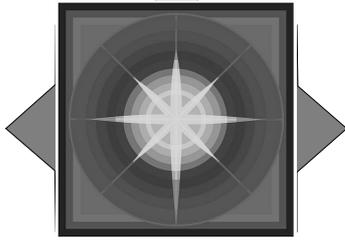


Interventions and review



Dr James Neill
Centre for Applied Psychology
University of Canberra
2015

Image source
1

Chapter 17: Interventions

4

Outline – Interventions and review

1. Pearls of wisdom
2. Interventions (Reeve, Ch 17)
3. Review of key content (Ch 1 – 17)
4. Feedback

2

Interventions

Reading:
Reeve (2015)
Ch 17
(pp. 496-513)



5



Pearls of wisdom / Nuggets of truth



What are the “nuggets of truth” -
short statements about your
greatest insights - from this unit? e.g.,

- What has been your **most significant learning** about motivation and emotion?
- What was the **take-home message from the book chapter** you worked on?

<http://goo.gl/HICsPp>

Image source: https://commons.wikimedia.org/wiki/File:Pearl_1.svg
Image source: <https://commons.wikimedia.org/wiki/File:Treasurechest.svg>

3

Outline - Interventions

- **Applying principles of motivation and emotion**
 - Explaining motivation
 - Predicting motivation
 - Solving motivational and emotional problems
 - Practice problems
- **State-of-the-art interventions**
 - 1: Supporting psychological need satisfaction
 - 2: Increasing a growth mindset
 - 3: Promoting emotion knowledge
 - 4: Cultivating compassion
- **Wisdom gained**

Based on Reeve (2015, p. 496)

6

Case study scenario:

Teenager struggling at school

Your neighbour drops by looking like she is at the end of her tether :(Her teenage daughter is doing poorly in school and is considering dropping out. Your neighbour's face turns serious as she seeks your advice,

"What can I do?

How can I *motivate* my daughter?"

It has come down to this – a knock on the door and the distressed face of a concerned parent. **What can you recommend?**

Based on Reeve (2009, p. 447)

7

What is an intervention?

A step-by-step plan of action to alter an existing condition.

Goal: to promote life outcomes that people care deeply about.

Examples

Enhanced engagement, skill acquisition, performance and well-being.

Based on Reeve (2015, p. 476)

10

Motivation is about explaining why

- **Why** do we do what we do?
- **Why** are we afraid or resistant?

All behaviour is motivated.

Empirically supported theories can help diagnose, predict, and intervene.

Based on Reeve (2009, pp. 449)

8

Intervention 1: Supporting psychological need satisfaction

An autonomy supportive program to help teachers develop a motivating style capable of supporting students' psychological needs.

- Cheon, Reeve, and Moon (2012)

Based on Reeve (2015, pp. 501-504)

11

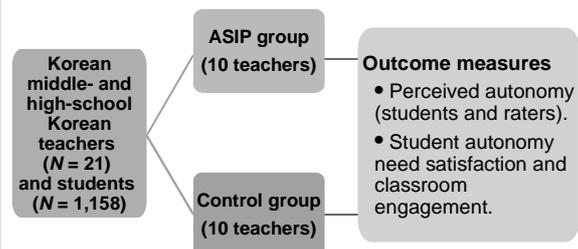
Applying principles of motivation and emotion

1. Have an empirically validated theory to explain motivational phenomenon.
2. Be able to predict the rise and fall of motivational and emotional states.
3. Find workable solutions to real-world motivational and emotional problems.

Based on Reeve (2015, p. 497)

9

Design of intervention to support students' psychological needs during instruction



Based on Reeve (2015, pp. 501-504)

12

Results of Intervention 1

1. Students in the experimental group reported:
 1. that their teachers became increasingly more autonomy supportive.
 2. steadily increasing level of autonomy needs satisfaction
2. No change in control group.
3. Overall: The intervention showed that teachers can learn how to support students' psychological need satisfaction.

Based on Reeve (2015, pp. 501-504)

13

Results of Intervention 2

1. The experimental group endorsed the growth mindset significantly more than the control group.
2. When provoked by peer exclusion, the experimental group showed less aggressive behaviour and more prosocial behaviour than the control group.
3. Overall: Students with a growth mindset were able to show less aggressive and more prosocial behaviours.

Based on Reeve (2015, pp. 501-504)

16

Intervention 2: Increasing a growth mindset

A program to help adolescents endorse a growth mindset in thinking about people's personality.

- Yeager, Trzesniewski, and Dweck (2013)

Based on Reeve (2015, pp. 504-507)

14

Intervention 3: Promoting emotion knowledge

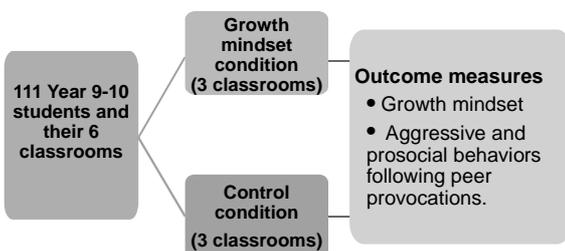
To deliver an "Emotions Course" and an "Emotion-based Prevention Program" in a Head Start preschool.

- Izard et al. (2008)

Based on Reeve (2015, pp. 504-507)

17

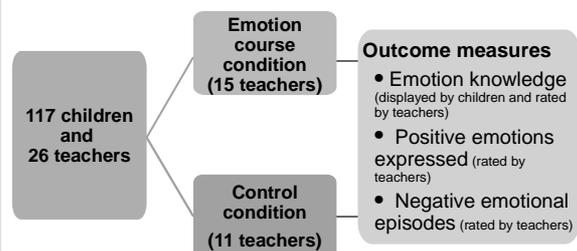
Design of intervention to increase a growth mindset



Based on Reeve (2015, pp. 504-507)

15

Design of intervention to promote emotion knowledge



Based on Reeve (2015, pp. 507-510)

18

Results of Intervention 3

1. Compared to the control group, the experimental group had:
 1. greater gain in emotional knowledge
 2. expressed positive emotions more frequently
 3. lower number of negative emotion
2. Overall: Children can increase their emotional knowledge and, when they do, increase their capacity for effective emotion regulation.

Based on Reeve (2015, pp. 507-510)

19

Results of Intervention 4

1. Compared to the control group, the experimental group had:
 1. increased their compassion for others and their self
 2. Decreased their worry and suppression of emotion
2. Overall: People can learn how to cultivate a greater capacity for compassion.

Based on Reeve (2015, pp. 510-513)

22

Intervention 4: Cultivating compassion

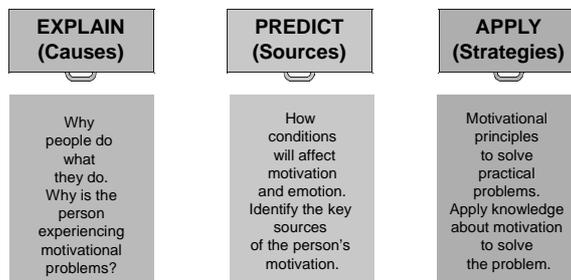
A program to help members of a community cultivate a greater capacity for compassion.

- Jazaieri et al. (2013a, b)

Based on Reeve (2015, pp. 510-513)

20

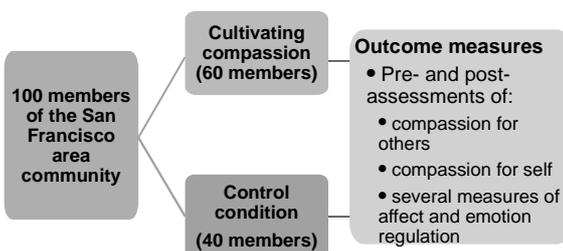
Understanding & applying motivation



Based on Reeve (2009, p. 448)

23

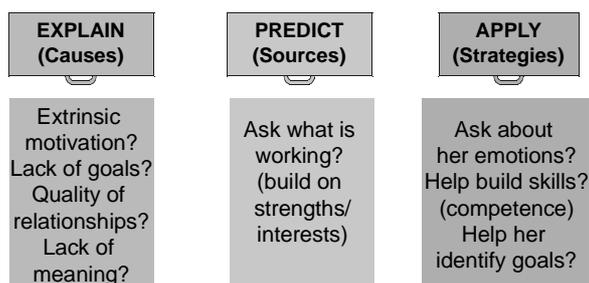
Design of intervention to cultivate compassion



Based on Reeve (2015, pp. 510-513)

21

Case study scenario: Teenager struggling at school



Based on Reeve (2009, p. 448)

24

Applying motivation: Solving problems

Two questions:

- How do I motivate **myself**?
- How do I motivate **others**?

Solving motivational problems

Accentuate what is working

- Amplifying strengths
- Improving functioning

Fix what isn't working

- Repairing weaknesses
- Overcoming pathology

Based on Reeve (2009, pp. 450-451)

25

Chapter 1: Introduction

28

Motivating self and others

Resource for motivating self

Life-long development of
inner motivational resources

Environmental conditions

Situational events

Resource for motivating others

Quality of interpersonal
relationships

Motive status

- Needs
- Cognitions
- Emotions

Outcomes

- Performance
- Engagement
- Approach
- Well-being

Framework to think about motivating self and motivating others

Based on Reeve (2009, Figure 16.1, p. 453)

26

What is motivation?

"motivation"
and "emotion"
have a
common root
in the Latin
verb:
movere
(to move)



Image source: http://commons.wikimedia.org/wiki/File:Running_Samburu_Boy.jpg, CC-by-A 2.0

29

Review of key content

Reading:
Reeve (2015)
Chs 1-16

27

Motivation = Energy + Direction

Processes that give behaviour
energy and direction.

- **Energy** (Strength): Behaviour is relatively strong, intense, and persistent
- **Direction** (Purpose): Behaviour is aimed toward achieving a particular purpose or goal



Image source: http://commons.wikimedia.org/wiki/File:One_hand_handstand.jpg, CC-by-SA 3.0

30

Two perennial questions

What causes behaviour?



“Why did she do that?”
“Why do people do what they do?”



Why does behaviour vary in its intensity?



“Why does a person behave one way in a particular situation at one time yet behave in a different way at another time?”

“What are the motivational differences among individuals, and how do such differences arise?”

Based on Reeve (2015, pp. 6-9)

31

Grand theories gave rise to mini-theories

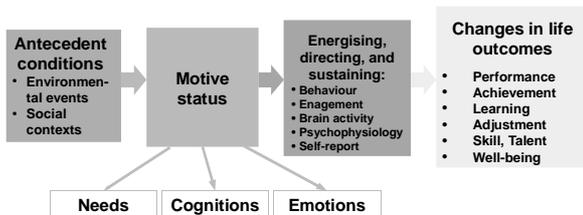
Grand theories of motivation (Will Instinct, Drive) gave way to mini-theories during the 20th century which were specific to motivational phenomena, circumstances, and groups of people and reflected three emerging themes:

1. Active nature of the person
2. Cognitive revolution
3. Applied, socially relevant research

Based on Reeve (2009, pp. 35-38)

34

Framework to understand the study of motivation



Based on Reeve (2015, Figure 1.4, p. 16)

32

Abbreviated list of mini-theories

Achievement motivation theory (Atkinson, 1964)

Attributional theory of achievement motivation (Weiner, 1972)

Cognitive dissonance theory (Festinger, 1957)

Effectance motivation (White, 1959; Harter, 1978a)

Expectancy x value theory (Vroom, 1964)

Goal-setting theory (Locke, 1968)

Intrinsic motivation (Deci, 1975)

Learned helplessness theory (Seligman, 1975)

Reactance theory (Brehm, 1966)

Self-efficacy theory (Bandura, 1977)

Self-schemas (Markus, 1977)

Based on Reeve (2009, Ch 2, pp. 35-38)

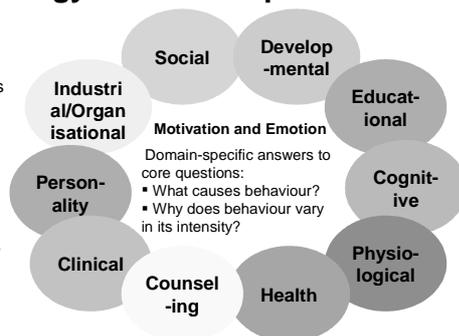
35

Chapter 2: Motivation in historical perspective

33

Relationship of motivation study to psychology's areas of specialisation

Motivation study in the 21st century is populated by multiple perspectives and multiple voices, all of which contribute a different piece to the puzzle of motivation and emotion study



Based on Reeve (2009, Ch 2, Figure 2.2, p. 38)

36

Chapter 3: The motivated and emotional brain

37

The world in which brain lives

Based on Reeve (2009), Ch 3

Motivation cannot be separated from the social context in which it is embedded

- Environmental events act as the natural stimulators of the brain's basic motivational process.

We are not always consciously aware of the motivational basis of our behaviour

- A person is not consciously aware of why he or she committed the social or antisocial act.

40

The motivated & emotional brain

"The brain is not only a thinking brain, it is also the center of motivation and emotion."

Brain



Image source:
http://commons.wikimedia.org/wiki/File:Brain_090407.jpg

Thinking brain
Cognitive & Intellectual Functions
"What task it is doing"

Motivated brain
"Whether you want to do it"

Emotional brain
"What your mood is while doing it"

Based on Reeve (2015, pp. 52-53)

38

Chapter 4: Physiological needs

41

Brain & physiological sources of motivation and emotion

- **Brain structures**
(e.g., limbic vs. cortex; approach and avoid – left and right prefrontal cortex respectively)
- **Hormones**
(e.g., for ghrelin/leptin for hunger/satiation, oxytocin for bonding)
- **Neurotransmitters**
(e.g., dopamine for reward)

Based on Reeve (2015, Ch 3)

39

Need: Any condition within a person that is essential and necessary for life, growth, and well-being.

When needs are nurtured and satisfied, well-being is maintained and enhanced.

If neglected or frustrated, the need's thwarting will produce damage that disrupts biological or psychological well-being.

Motivational states provide the impetus to act before damage occurs to psychological and bodily well-being.

Based on Reeve (2015, p.85)

42

Need structure: Types of needs

Needs

Physiological needs (Chapter 4)

- Thirst
- Hunger
- Sex

inherent within the workings of biological systems

Psychological needs (Chapter 6)

- Autonomy
- Competence
- Relatedness

inherent within the strivings of human nature and healthy development

Implicit motives (Chapter 7)

- Achievement
- Affiliation
- Power

internalised or learned from our emotional and socialisation histories

Based on Reeve (2015, p. 86) **43**

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 (2015, pp. 130-131)

46

Failures to self-regulate physiological needs

People fail at self-regulation for three primary reasons

1

People routinely underestimate how powerful a motivational force biological urges can be when they are not currently experiencing them.

2

People can lack standards, or they have inconsistent, conflicting, unrealistic, or inappropriate standards.

3

People fail to monitor what they are doing as they become distracted, preoccupied, overwhelmed, or intoxicated.

Based on Reeve (2009, p. 105)

44

Extrinsic motivation

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

"Do this in order to get that" type of motivation

requested behaviour

extrinsic incentive or consequence

"What's in it for me?" type of motivation

Based on Reeve (2015, pp. 120)

47

Chapter 5: Extrinsic motivation

45

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

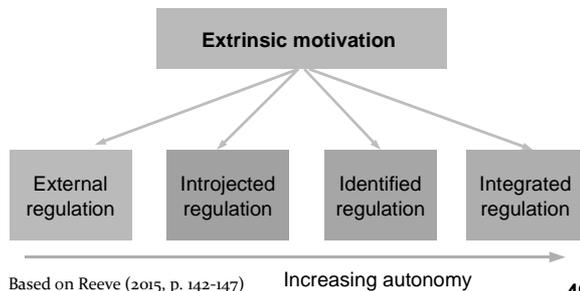
Relatedness support from the environment and one's relationships

Based on Reeve (2015, Figure 5.4, p. 131)

48

Types of extrinsic motivation

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



Chapter 6: Psychological needs

52

Reasons not to use extrinsic motivation (even for uninteresting endeavors)

Extrinsic motivators 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 (2015, p. 138)

50

Psychological need

- **Inherent** source of motivation that generates desire to interact with the environment so as to advance personal growth, social development, and psychological well-being.
- The underlying motivational cause of engaging in our environment is to **involve** and **satisfy** our **psychological needs**.

Based on Reeve (2015, pp. 153-154)

53

Motivating others to do uninteresting activities

Ways to promote more autonomous types of extrinsic motivation

e.g.,

Providing a rationale

Explain why the uninteresting activity is important and useful enough to warrant one's volitional engagement

Building interest

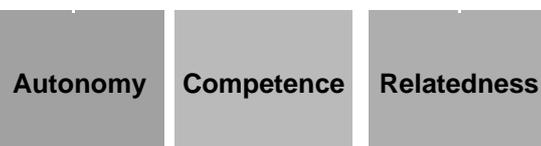
Involves first catching one's situational interest in an activity and then holding that initial interest over time by developing an individual interest in the activity.

Based on Reeve (2015, pp. 147-149)

51

Self-determination theory

Psychological needs



Based on Reeve (2015, pp. 158-178)

54

Essential ways of supporting autonomy

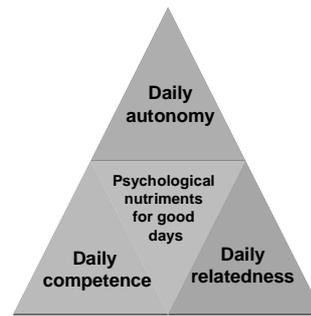
1. Nurture inner motivational resources
2. Provide explanatory rationales
3. Listen empathically, relying on informational language
4. Display patience
5. Acknowledge & accept displays of negative affect

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

55

What makes for a good day?

Based on
Reeve (2015
pp. 180-181)



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

58

Involving competence

Key environmental conditions

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

Based on Reeve (2015, pp. 167-174)

56

Chapter 7: Implicit motives

59

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 & exchange relationships**
 - In communal relationships, people care for the needs of the other, and both feel an obligation to support the other's welfare
- Fruits of relatedness need satisfaction**
 - Engagement, developmental growth, health, and well-being

Based on Reeve (2015, pp. 174-178)

57

Implicit needs

Definition: Enduring, non-conscious needs that motivates a person's behavior toward the attainment of specific social incentives.

Example: A person with a strong need for achievement experiences strong interest, enthusiasm, joy and pride while engaging in a challenging task.

Based on Reeve (2015, pp. 185-186)

60

Social needs

Definition: Acquired psychological process that grows out of one's socialisation history that activates need-relevant incentive.

Examples:

- Achievement
- Affiliation
- Power

Based on
Reeve (2015,
pp. 187-188)

61

Conditions that involve & satisfy the affiliation and intimacy needs

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

Need-involving condition

Affiliation need
Deficiency-oriented motive

Deprivation from social interaction: Social isolation and fear

Need-satisfying condition

Social acceptance, approval, and reassurance

Intimacy need
Growth-oriented motive

Interpersonal caring, warmth, and love

Relatedness within warm, close, reciprocal & enduring relationships

64

Achievement

Need for achievement

- Desire to do well relative to a standard of excellence

Standard of excellence

- Any change to a person's sense of competence that ends with an objective outcome of success vs. failure, win vs. lose, or right vs. wrong.

High- vs. low-need achiever

- Approach- vs. avoidance-oriented emotions
- Differences in choice, latency, effort, persistence, and willingness to take personal responsibility for successes and failures

Based on Reeve (2015, pp. 191-202)

62

Power

Based on
Reeve (2015,
pp. 202-205)

The need to impact on others

Conditions that involve and satisfy the need for power

- Leadership
- Aggressiveness
- Influential occupations
- Prestige possessions

Power and goal pursuit

- Power increases approach tendencies.
- People high in the need for power more easily acquire the goals they seek.

65

Conditions that involve affiliation and intimacy duality

Fear and anxiety

- People desire to affiliate for emotional and support and to see how others handle fear and anxiety.

Establishing interpersonal networks

- People with a high need for affiliation spend time interacting with others, join social groups, and establish stable and long-lasting relationships.

Maintaining interpersonal networks

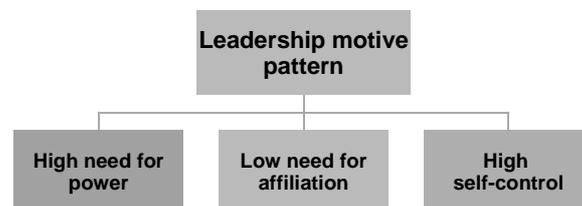
- People with high need for affiliation strive to maintain relationships.

Based on Reeve (2015, pp. 191-202)

63

Leadership motive pattern

A special variant of the need for power is the leadership motive pattern.



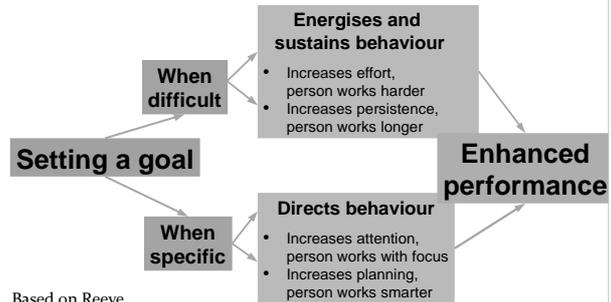
Based on Reeve (2015, pp. 205-207)

66

Chapter 8: Goal setting and goal striving

67

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



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

70

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)

68

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 (2015, p. 225)

71

Two types of discrepancy

Discrepancy reduction

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

Discrepancy reduction corresponds to plan-based corrective motivation.

Discrepancy reduction is reactive, deficiency overcoming, and revolves around a feedback system.

Discrepancy creation

Based on a "feed-forward" system in which the person looks forward and proactively sets a future, higher goal.

Discrepancy creation corresponds to goal-setting motivation.

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

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

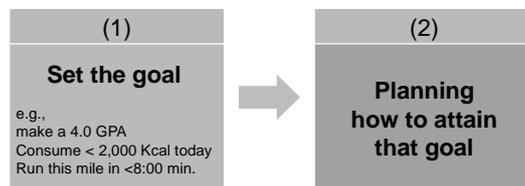
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Implementation intentions

A specific goal-directed action, initiated at an anticipated future outcome

Implementation Intentions

A 2-step process

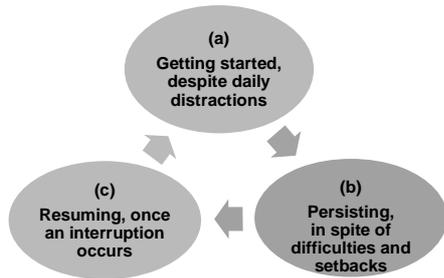


Based on Reeve (2009, pp. 230-235)

72

Implementation intentions

(2) Planning how to attain the goal



Based on Reeve
(2015, pp. 230-235)

73

Mindset 1: Deliberative-Implemental

Two sequential ways of thinking to differentiate the patterns of thought that occurs during goal-setting versus that which occurs during goal striving.

Deliberative: An open-minded way of thinking to consider the desirability and feasibility of a range of possible goals that one might or might not pursue.

Implemental: A post-decisional closed-minded way of thinking that considers only information related to goal attainment and shields against non-goal-related considerations.

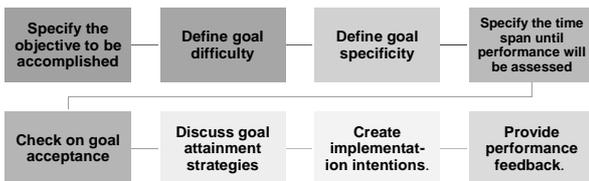
Based on Reeve (2015, Table 9.1, p. 241)

76

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)

74

Mindset 1: Deliberative-Implemental

Two different mindsets to motivationally support the sequential phases of goal setting and goal striving.

Phase 1: Goal setting
Deliberative mindset

Goal deliberation and
formulation of what to
do

Phase 2: Goal striving
Implemental mindset

Planning and action to
attain the goal.

Based on Reeve (2015, Figure 9.1, p. 242)

77

Chapter 9: Mindsets

75

Mindset 2: Promotion-Prevention

Two different orientations people adopt during goal striving to distinguish an eager improvement-based regulatory style from a vigilant security-based regulatory style.

Promotion: A focus on advancing the self toward ideals by adopting an eager locomotion behavioral strategy.

Prevention: A focus on preventing the self from not maintaining one's duties and responsibilities by adopting a vigilant behavioral strategy.

Based on Reeve (2015, Table 9.1, p. 241)

78

Mindset 2: Promotion-Prevention

Different definitions of success and failure.

Promotion:

- Success means the presence of gain.
- Person strives to attain a positive outcome.
- Positive outcome takes the form of advancement or improved state of affairs. Failure has no special meaning.

Prevention:

- Success means the absence of loss.
- Person strives to maintain a satisfactory state.
- Success means that no change has occurred.
- Failure means a loss and a painful change has occurred.

Based on Reeve (2015, pp. 246-247)

79

Achievement goals



Based on Reeve (2015, pp. 255-257)

82

Mindset 3: Growth-Fixed

Two contrasting ways of thinking about the nature of one's personal qualities.

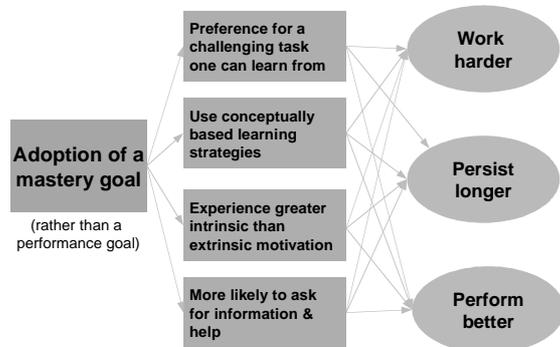
Growth: The belief that one's personal qualities are malleable, changeable, and can be developed through effort.

Fixed: The belief that one's personal qualities are fixed, set, and not open to change.

Based on Reeve (2015, Table 9.1, p. 241)

80

Benefits of adopting mastery goals



Based on Reeve (2009, Figure 7.2, .p. 185)

83

Mindset 3: Growth-Fixed

Mindsets lead to different achievement goals.

Growth:

- People adopt mastery goals and are concerned with learning something new and improving as much as they can.

Fixed:

- People adopt performance goals and are concerned with looking smart and not looking dumb.
- Concerned about good performance when others are watching.

Based on Reeve (2015, pp. 254-255)

81

Mindsets 4: Consistency-Dissonance

The near-universal self-view that one is a competent, moral, and reasonable person.

Consistency: Information and behavioral actions that confirm that, **yes**, one is a competent, moral and reasonable person.

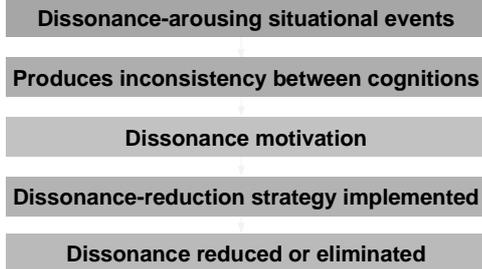
Dissonance: Information and behavioral actions that suggest that, **no**, one is actually not a competent, moral and reasonable person.

Based on Reeve (2015, Table 9.1, p. 241)

84

Mindsets 4: Consistency-Dissonance

Cognitive dissonance process.



Based on Reeve (2015, Figure 9.6, p. 264)

85

Self-efficacy

One's judgement of how well one will cope with a situation (given the skills one possesses and the circumstances one faces).

Capacity to improvise ways to translate personal abilities into effective performance.

The opposite of self-efficacy is self-doubt.

Self-efficacy predicts the motivational balance between wanting to give it a try vs. anxiety, doubt and avoidance.

Based on Reeve (2009, pp. 233-235)

88

Chapter 10: Personal control beliefs

86

Two kinds of expectancies

Expectancy: A subjective prediction of how likely it is that an event will occur.

Efficacy expectations
"Can I do it?"
Expectation of being able to enact behaviours needed to cope effectively with the situation at hand.
e.g.,
Can I do 20 mins on a treadmill, 3 times a week for 12 months?

Outcome expectations
"Will what I do work?"
Expectation that one's behaviour will produce positive outcomes (or prevent negative outcomes).
e.g.,
Would I lose 5 kgs as a result?

Motivation to exercise personal control

Based on Reeve (2015, pp. 270-271)

89

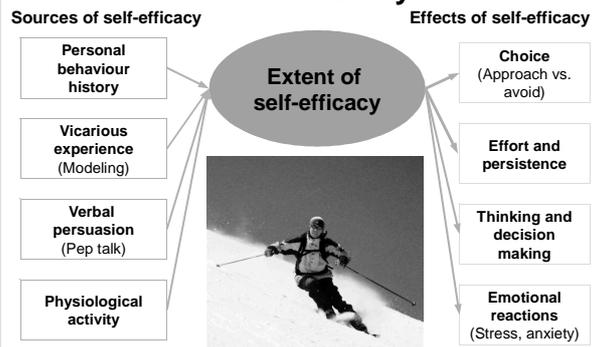
Motivation to exercise personal control: Initial assumptions and understandings

- People desire **control** over their environment so as to be able to make:
 - positive outcomes ↑ likely
 - negative outcomes ↓ likely
- Exercising **personal control** is predicated upon a person's **belief** that s/he has the power to influence results favourably.
- The strength with which people try to exercise personal control can be traced to their **expectancies** of being able to do so.

Based on Reeve (2015, pp. 269-270)

87

Sources & effects of self-efficacy

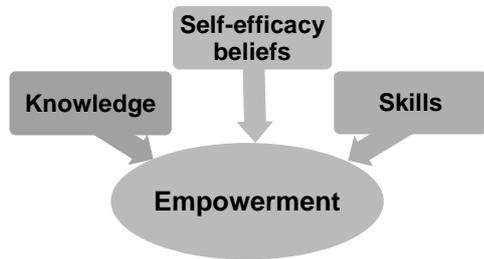


Based on Reeve (2015, Figure 10.3, p. 277)

Image source: <http://commons.wikimedia.org/wiki/File:Skier-carving-a-turn.jpg> 90

Empowerment

Empowerment involves possessing the knowledge, skills, and beliefs that allow people to exert control over their lives.



Based on Reeve (2015, pp. 280-281)

91

Chapter 11: The self and its strivings

94

Mastery versus helplessness

Mastery motivational orientation

- A hardy, resistant portrayal of the self during encounters of failure
- Failure feedback can be helpful and constructive information.

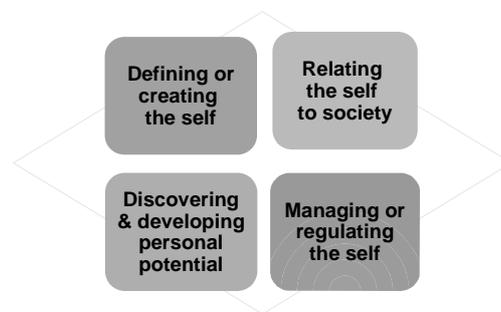
Helpless motivational orientation

- A fragile view of the self during encounters of failure
- Failure feedback is a sign of personal inadequacy.

Based on Reeve (2015, p. 282-284)

92

Aspects of the self



Based on Reeve (2009, pp. 264-266)

95

Explanatory style:

Relatively stable, cognitively-based personality orientation

Attributions vary in their locus, stability and controllability

Optimistic explanatory style

- Explains bad events with attributions that are unstable and controllable
- Related to the self-serving bias of an illusion of control which contributes to enhancing self-esteem and promoting an optimistic view of the future

Pessimistic explanatory style

- Explains bad events with attributions that are stable and uncontrollable
- Associated with academic failure, social distress, impaired job performance, physical illness, and depression

Based on Reeve (2015, pp. 293-295)

93

Self-concept (cognitive structure)

Set of beliefs an individual uses to conceptualise his or her self e.g.,
"I am...." (self-descriptions)
Cluster of domain-specific **self-schemas**

a reflection of the invariance people have discovered in their own social behaviour.
(the way the self has been differentiated and articulated in memory)

Based on Reeve (2009, p. 268)

96

Benefits of well-developed self-schema

Process information about the self with relative ease.

Quickly retrieve self-related behavioural evidence from the domain.

Benefits of well-developed self-schema

Confidently predict his own future behaviour in the domain.

Resist counter-schematic information about him/herself.

Based on Reeve (2009, pp. 268-270)

97

Identity (social relationship)

Identity is the means by which the self relates to society, and it captures the essence of who the self is within a cultural context.

Once people assume social roles (e.g., mother, bully), their identities direct their behaviors in ways that express the role-identity's cultural value.

The identity directs the person to pursue some behaviours (identity-confirming behaviours) and to avoid other behaviours (identity-disconfirming behaviours).

Based on Reeve (2009, p. 279-281)

100

Motivational properties of self-schemas

Consistent self

Self-schemas direct behaviour to confirm the self-view and to prevent episodes that generate feedback that might disconfirm that self-view.

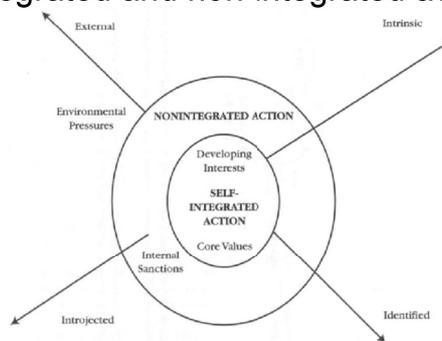
Possible self

Self-schemas generate motivation to move the present self toward a desired future self.

Based on Reeve (2009, pp. 269-272)

98

Diagrammatic illustration of self-integrated and non-integrated action



Based on Reeve (2009, Figure 10.4, p. 285)

Possible selves

Representations of attributes, characteristics, and abilities that the self does not yet possess.

Mostly social in origin,

as the individual observes the selves modeled by others.

The possible self's motivational role

is to link the present self with ways to become the possible (ideal) self.

An important piece of the puzzle

in understanding how the self develops

Portraying the self as a dynamic entity

with a past, present, and future.

Based on Reeve (2009, pp. 273-275)

99

Chapter 12: Nature of emotion

102

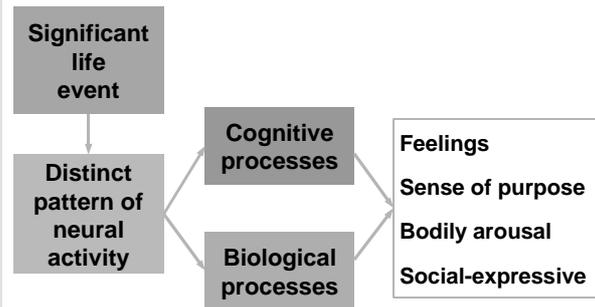
Definition of emotion

“Emotions are ... short-lived, feeling-purposive-expressive-bodily responses that help us adapt to the opportunities and challenges we face during important life events.”

Based on Reeve (2015, p. 340)

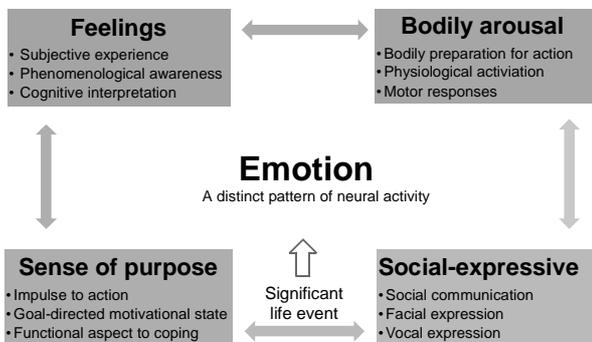
103

What causes an emotion?



Based on Reeve (2015, Figure 12.3, Causes of the emotion experience, p. 344) 106

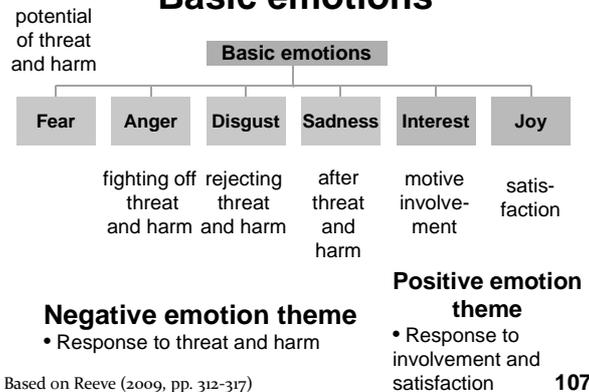
What is an emotion?



Based on Reeve (2015, Figure 12.1 Four components of emotion, p. 340)

104

Basic emotions



Based on Reeve (2009, pp. 312-317)

107

Relationship between motivation & emotion

Emotion as motivation

Emotions are **one type of motive** which energises and directs behaviour.

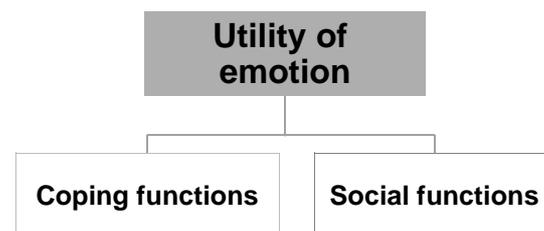
Emotion as readout

Emotions serve as an ongoing “**readout**” to indicate how well or how poorly personal adaptation is going.

Based on Reeve (2015, p. 343)

105

What good are the emotions?



Based on Reeve (2015, pp. 352-353)

108

Why do we have emotion?

- Do emotions help us to adapt and function?
- Or are they distracting and dysfunctional?
- Both are true – emotion is a masterpiece of evolutionary design but it also provide us with excess baggage
- How well emotions serve us depends on our emotional self-regulation

Based on Reeve (2015, p. 356)

109

Chapter 13: Aspects of emotion

112

Emotion regulation strategies

1. **Situation selection:** taking action to make one emotional experience more or less likely.
2. **Situation modification:** problem-focused coping, efforts to establish control, and searching for social support.
3. **Attentional focus:** redirecting attention within the situation.
4. **Reappraisal:** changing the way one thinks about the situation to modify the emotional impact.
5. **Suppression:** down-regulating one or more of the four aspects of emotion (bodily arousal, cognitive, purposive, expressive).

Based on Reeve (2015, pp. 357-361)

110

Outline – Aspects of emotion

Biological

Cognitive

Social-cultural

- James-Lange theory
- Contemporary perspective
 - Neural circuits
 - Brain areas
 - Neural activation
- Differential emotions theory
- Facial feedback hypothesis
- Appraisal
 - Complex appraisal
 - Appraisal process
 - Emotion knowledge
 - Attributions
- Social interaction
 - Emotional socialisation
 - Managing emotions

Based on Reeve (2009, p. 329)

113

What is the difference between emotion & mood?

Criteria	Emotions	Moods
Antecedents	Significant life events	Ill-defined
Action-Specificity	Specific	Influence cognition
Time course	Short-lived	Long-lived

Based on Reeve (2015, p. 361)

111

Chapter 14: Individual emotions

114

Summary: Basic (7)

- **Fear:** Motivates self-protection in face of perceived danger or threat
- **Anger:** Energises one to overcome obstacle in goal pursuit
- **Disgust:** Repulsion against contaminated object
- **Contempt:** Feeling of moral superiority to maintain social order
- **Sadness:** Self-reflection following loss or separation
- **Joy:** Pleasure from desirable outcomes; motivates interaction and goal striving
- **Interest:** Curiosity which replenishes and motivates exploration, engagement and learning.

Based on Reeve (2015, pp. 426-427)

115

Chapter 15: Unconscious motivation

118

Summary: Self-conscious (5)

- **Shame:** Violation of Violations of moral and competency standards
- **Guilt:** Realisation that one's behaviour caused, with desire to repair
- **Embarrassment:** Social blunder indicates something amiss with the self
- **Pride:** Arises from success; Authentic pride and Hubristic pride
- **Triumph:** Reaction to competitive victory; self-expression and dominance over another

Based on Reeve (2015, pp. 426-427)

116

Contemporary psychodynamic perspective

1. The unconscious

Much of mental life is unconscious.

2. Psychodynamics

Mental processes operate in parallel with one another.

3. Ego development

Healthy development involves moving from an immature, socially dependent personality to one that is more mature and interdependent with others.

4. Object Relations Theory

Mental representations of self and other form in childhood that guide the person's later social motivations and relationships.

Based on Reeve (2015, pp. 471-472)

119

Summary: Complex (8)

- **Envy:** Arises from others' good fortune; Benign and Malicious
- **Gratitude:** Arises from receiving a gift from another; can lead to communal or exchange relations
- **Disappointment:** Non-occurrence of positive outcome: Leads to resignation and inertia
- **Regret:** Non-occurrence of positive outcome: Motivates making different decisions in future
- **Hope:** Wish that a desired goal be obtained; motivates persistence
- **Schadenfreude:** Pleasure at the misfortune of others
- **Empathy:** Feeling emotions of another; arises from mimicry and perspective-taking
- **Compassion:** Arises from other's suffering (negative) or overcoming suffering (positive)

Based on Reeve (2015, pp. 427)

117

Chapter 16: Growth motivation and positive psychology

120

Holism

- Human motives are integrated wholes (rather than a sum of parts).
- Personal growth is the ultimate motivational force.
- Stresses “top-down” master motives such as the self and its strivings toward fulfillment
- Focuses on discovering human potential and encouraging its development

Based on Reeve (2015, p. 434)

121

Actualising tendency

“The organism has one basic tendency and striving – to actualize, maintain, and enhance the experiencing self.” (Rogers, 1951)

Actualising tendency

- Innate, a continual presence that quietly guides the individual toward genetically determined potentials
- Motivates the individual to want to undertake new and challenging experiences

Organismic valuation process

- Innate capability for judging whether a specific experience promotes or reverses growth
- Provides the interpretive information needed for deciding whether the new undertaking is growth-promoting or not

Based on Reeve (2009, pp. 425-430)

124

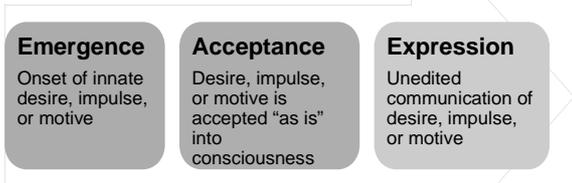
Positive psychology

- Focuses on proactive building of personal strengths and competencies
- Seeks to make people stronger and more productive, and to actualise the human potential in all of us
- Uses scientific methods to identify evidence-based methods

Based on Reeve (2015, pp. 434-435)

122

Fully functioning individual



Fully functioning as the emergence, acceptance, and expression of a motive

Based on Reeve (2015, Figure 15.3, p. 445)

125

Characteristics of self actualising people

1. **Acceptance** of self, of others, of nature
2. **Identification** with the human species
3. Emphasis on **higher level values**
4. Perception of **reality**
5. Discrimination between **means and ends**, between good and evil
6. **Resolution of dichotomies** (conflicts) that plague most people
7. **Autonomy** and resistance to enculturation
8. **Detachment** and desire for privacy
9. **Spontaneity**, simplicity, naturalness
10. **Problem-centering**
11. **Creativeness**
12. **Freshness** of appreciation; rich emotions
13. High frequency of **peak experiences**
14. (Intimate) **interpersonal relations**
15. **Democratic** character structure
16. Philosophical, unhostile sense of **humour**

Based on Maslow (1971)

123

Chapter 17: Interventions

126

Applying principles of motivation and emotion

1. Have an empirically validated theory to explain motivational phenomenon.
2. Be able to predict the rise and fall of motivational and emotional states.
3. Find workable solutions to real-world motivational and emotional problems.

Based on Reeve (2015, p. 497)

127

Wisdom gained from a scientific study of motivation & emotion

1. Human nature can be discovered using **scientific methods**.
2. **What we don't know** about motivation and emotion exceeds what we do know.
3. The **brain** is as much about motivation and emotion as it is about cognition and thinking.
4. We underestimate how powerful a motivational force **biological urges** can be when we are currently not experiencing them.

Based on Reeve (2015, p. 513)

130

What is an intervention?

A step-by-step plan of action to alter an existing condition.

Goal: to promote life outcomes that people care deeply about.

Examples

Enhanced engagement, skill acquisition, performance and well-being.

Based on Reeve (2015, p. 476)

128

Wisdom gained from a scientific study of motivation & emotion

5. The **quality** of motivation is important as is quantity of motivation.
6. To flourish, motivation needs supportive conditions, especially **supportive relationships**.
7. **Implicit** (unconscious) **motives** predict better than do explicit (conscious) motives.
8. We do not do our best when we "try to do our best"; rather, we do our best when we have a specific plan of action to **pursue a difficult, specific and self-congruent goal**.

Based on Reeve (2015, p. 513)

131

Pearls of wisdom / Nuggets of truth



Image source: https://commons.wikimedia.org/wiki/File:Pearl_1.svg
Image source: <https://commons.wikimedia.org/wiki/File:Treasurechest.svg>

129

Wisdom gained from a scientific study of motivation and emotion

9. Two people with the same goal but a **different mindset** will pursue that goal in different ways.
10. Competent, enthusiastic functioning requires the two core beliefs of **"I can do it"** and **"It will work"**.
11. Boosting **self-esteem** is a poor motivational strategy. What works is exerting self-control over short-term urges so to pursue a long-term goal.

Based on Reeve (2015, p. 513)

132

Wisdom gained from a scientific study of motivation and emotion

12. All **emotions are good**: all emotions serve a functional purpose.
13. **Other people** are the source of most of our emotions.
14. The more sophisticated and complex our **emotional repertoire** is, the more likely we are to have the right emotions for every situation.

Based on Reeve (2015, p. 513)

133

Learning outcomes

Integrate theories and current **research** towards **explaining** the role of **motivation** and **emotions** in **human behaviour**.

136

Wisdom gained from a scientific study of motivation and emotion

15. **Encouraging growth** is more productive than is trying to cure weakness.
16. Motivation often arises from a source outside of **conscious awareness**.
17. There is nothing so practical as a **good theory**.

Based on Reeve (2015, p. 513)

134

Graduate attributes

- Professional
- Global citizen
- Lifelong learner

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Feedback

135

Feedback

- What **worked** for you?
- What **didn't work** so well for you?
- How could this unit be **improved**?
- Put honest views in the Unit Satisfaction Survey
- Also feel free to contact me directly with your feedback about any aspect of the unit.

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Ideas and suggestions (2016)

1. *

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References

- Reeve, J. (2009). *Understanding motivation and emotion* (5th ed.). Hoboken, NJ: Wiley.
- Reeve, J. (2015). *Understanding motivation and emotion* (6th ed.). Hoboken, NJ: Wiley.

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