

MOTIVATION & EMOTION

## Interventions



**Reading:**  
Reeve (2018)  
Ch 17  
(pp. 423-437)

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Image source

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## Outline - Interventions

- Applying principles of motivation & emotion
- Example interventions
- Wisdom gained

Based on Reeve (2018, p. 423)

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## Brief experimental manipulations

| Chapter | Motivation/Emotion     | Experimental Manipulation                                     |
|---------|------------------------|---|
| 3       | Trust                  | Squirt of the oxytocin hormone via a nasal spray.             |
| 4       | Sexual Attraction      | Facial metrics of large eyes, small nose, and small chin.     |
| 5       | Extrinsic Motivation   | Offering a scholarship for making very high grades.           |
| 6       | Autonomy               | Opportunity for self-direction in pursuit of a personal goal. |
| 7       | Power                  | Elected into a position of leadership.                        |
| 8       | Discrepancy            | Goal to strive for.   |
| 9       | Growth Mindset         | Story about how hard Einstein worked to become so smart.      |
| 10      | Self-Efficacy          | Exposure to a highly competent role model.                    |
| 11      | Self-Control Depletion | Resisting an attractive temptation for five minutes.          |
| 12      | Positive Affect        | Receiving a small unexpected gift.                            |
| 13      | Sadness                | Viewing a film about a son at his dad's funeral.              |
| 14      | Embarrassment          | Committing a social blunder in front of an audience.          |
| 15      | Incongruence           | Parental negative conditional regard.                         |
| 16      | Obsession              | Keep a secret about the person to whom you are talking.       |

Based on Reeve (2018, Table 17.1, p. 423)

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## Applying principles of motivation and emotion

**Explain:**  
Why do people do what they do?  
Have an empirically validated theory to explain motivational phenomenon.

**Predict:**  
How will changes in conditions affect motivation and emotion?  
Be able to predict the rise and fall of motivational and emotional states.

**Intervene:**  
Apply motivational principles to solve practical problems  
Find workable solutions to real-world motivational and emotional problems.

Based on Reeve (2018, p. 424)

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## Framework for understanding and studying motivation

| Antecedent conditions   | Motive status   | Energising, directing, and sustaining   | Changes in life outcomes  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Environmental events</li> <li>• Social contexts</li> </ul> | <ul style="list-style-type: none"> <li>• Needs</li> <li>• Cognitions</li> <li>• Emotions</li> </ul> | <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Engagement</li> <li>• Brain activity</li> <li>• Psycho-physiology</li> <li>• Self-report</li> </ul> | <ul style="list-style-type: none"> <li>• Performance</li> <li>• Achievement</li> <li>• Learning</li> <li>• Adjustment</li> <li>• Skill, talent</li> <li>• Well-being</li> </ul> |

Based on Reeve (2018, Figure 1.4)

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## Intervention

- Goal: Promote life outcomes that people care deeply about (e.g., engagement, skill acquisition, performance, and well-being)
- Step-by-step plan to alter existing condition
- Try to change:
  - environmental conditions
  - interpersonal relationships
  - motivation and emotion that facilitates outcomes

Based on Reeve (2018, p. 424)

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### Explaining motivation

All behaviour is motivated. Use mini-theories to explain specific behaviours e.g., Why

- procrastinate?
- take risks?
- be fearful of taking action?

#### Example mini-theories

|  |  |   |
|--|--|---|
| Achievement goals<br>Arousal<br>Attribution<br>Broaden-and-build<br>Cognitive dissonance<br>Differential emotions<br>Drive<br>Dynamics of action<br>Effortance motivation<br>Ego depletion | Ego development<br>Expectancy x Value<br>Facial feedback<br>Flow<br>Goal setting<br>Implicit motives<br>Interest<br>Learned helplessness<br>Mindsets<br>Motivation intensity | Opponent process<br>Positive affect<br>Psychodynamics<br>Reactance<br>Self-actualization<br>Self-concordance<br>Self-determination<br>Self-efficacy<br>Sensation seeking<br>Stress and coping |
|--|--|---|

Based on Reeve (2018, p. 424) **7**

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### Predicting motivation & emotion

Using theory, predict changes in people's motivation and emotion before they occur, based on antecedent circumstances.

#### Example conditions

|   |  |   |
|---|--|---|
| 24 hours of deprivation from food and people<br>Threatening (angry face)<br>Smelling rotting food | Expecting a tangible reward (e.g., money)<br>Observing a competence role model<br>Unresponsive, uncontrollable environment | Autonomy-supportive teacher<br>Obstacle to one's goal<br>Failure in front of others at an easy task |
|---|--|---|

Based on Reeve (2018, pp. 424-425) **8**

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### Solving motivational & emotional problems

|   |   |
|---|---|
| <h4>Promote</h4> <p><b>Accentuate what is working</b></p> <ul style="list-style-type: none"> <li>• Amplifying strengths</li> <li>• Improving functioning</li> </ul> | <h4>Overcome</h4> <p><b>Fix what isn't working</b></p> <ul style="list-style-type: none"> <li>• Repairing weaknesses</li> <li>• Overcoming pathology</li> </ul> |
|---|---|

Based on Reeve (2018, pp. 425-426) **9**

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### Solving motivational & emotional problems

|  |   |
|--|---|
| <h4>Promote</h4> <ul style="list-style-type: none"> <li>■ Resilient self-efficacy</li> <li>■ Autonomy need satisfaction</li> <li>■ Flow experience</li> <li>■ Fully functioning individual</li> <li>■ Mastery motivational orientation</li> <li>■ Difficult, specific, self-congruent goals</li> <li>■ Mastery goals</li> <li>■ Ego development</li> <li>■ Joy</li> <li>■ Gratitude</li> </ul> | <h4>Overcome</h4> <ul style="list-style-type: none"> <li>■ Restraint-release</li> <li>■ Hidden costs of reward</li> <li>■ Learned helplessness</li> <li>■ Fixed mindset</li> <li>■ Depleted self-control</li> <li>■ Pessimistic explanatory style</li> <li>■ Thought suppression</li> <li>■ Immature defense mechanisms</li> <li>■ Hubristic pride</li> <li>■ Malicious envy</li> </ul> |
|--|---|

Based on Reeve (2018, pp. 425-426) **10**

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### Practice problems

Explain, predict, apply

- Child not wanting to clean teeth
- Employee sales quota
- Elite performance pursuit
- Lose 20kg
- Teenager study motivation

Based on Reeve (2018, p. 426) **11**

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### Child not wanting to clean teeth

- **Explain:** More attractive alternatives; no immediate reward
- **Predict:** Lack of intrinsic/identified regulation will continue poor brushing
- **Intervention:** Explanatory rationale, extrinsic reward, reduce alternative distractions, make it more fun/entertaining.

Based on Reeve (2018, p. 426) **12**

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### Teenager study motivation

- **Explain:** Extrinsically motivated, lack of goals, poor quality relationships, lack of meaning
- **Predict:** What is working? How can these strengths be amplified?
- **Intervention:** Ask about emotions, identify goals, build skills (competence)

Based on Reeve (2009, pp. 447-448) 13

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### Intervention 1: Satisfying psychological needs

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

- Autonomy Supportive Intervention Program; Cheon et al. (2012)

Based on Reeve (2018, pp. 428-429) 14

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### Autonomy Supportive Intervention Program

1. Teachers learn about motivating style, benefits of autonomy support, and costs of control (3 hours)
2. Teachers observe video of the 6 autonomy-supportive instructional strategies to learn the "how to" of each behaviour so they can enact them during their classroom instruction (2 hours)
3. Teachers engaged in a group discussion to exchange ideas on autonomy-supportive teaching (3 hours)

Based on Reeve (2018, Figure 17.1, p. 429) 15

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### Autonomy supportive intervention program

|   |   |   |
|---|---|---|
| Middle- and high-school teachers<br>(n = 21)<br>and students<br>(n = 1,158) | <b>Experimental group</b><br>(10 teachers)<br>9 hours of intervention to develop autonomy support | <b>Outcomes</b><br>↑ Autonomy support (by teachers)<br>↑ Autonomy need satisfaction (students)<br>↑ Classroom engagement (students) |
|   | <b>Control group</b><br>(10 teachers)   | <b>Outcomes</b><br>= No change  |

Based on Reeve (2018, pp. 428-429) 16

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### Intervention 2: Increasing a growth mindset

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

- Yeager et al. (2013)

Based on Reeve (2018, pp. 429-434) 17

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### Growth mindset intervention

1. Neurons & how the brain changes with learning
2. People have the capacity to change
3. Habits and personalities live in brains, and brains can change
4. Changing personality is hard, takes a long time, and requires help, but is possible
5. Thoughts and feelings can also change
6. Activities about peer conflict and aggression

Based on Reeve (2018, Figure 17.3, p. 431) 18

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### Growth mindset workshop

|                                 |  |  |
|---------------------------------|--|--|
| Year 9-10 students<br>(N = 111) | <b>Growth mindset condition</b><br>(3 classrooms)<br>3 week intervention | <b>Outcomes</b><br>↑ Growth mindset<br>↑ Prosocial behaviour<br>(following peer provocation)<br>↓ Aggressive behaviour<br>(following peer provocation) |
|                                 | <b>Control condition</b><br>(3 classrooms)                               | <b>Outcomes</b><br>= No change   |

Based on Reeve (2018, pp. 429-434) 19

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### Intervention 3: Promoting emotion knowledge

An “Emotions Course” and an  
“Emotion-based Prevention  
Program” in a Head Start  
preschool.  
- Izard et al. (2008)

Based on Reeve (2018, pp. 434-436) 20

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### Emotions course and emotion-based prevention program

1. Teacher training to administer the Emotions Course (2 hours)
2. Researchers observe teachers and conduct 1-on-1 biweekly consultations with teachers
3. Parents met monthly with researchers to discuss the Emotions Course.

Based on Reeve (2018, Figure 17.5, p. 434) 21

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### Intervention to promote emotion knowledge

|   |  |   |
|---|--|---|
| Children<br>(n = 117)<br><br>Teachers<br>(n = 26) | <b>Emotion course condition</b><br>(15 teachers)<br>How to recognise and guide emotional recognition | <b>Outcomes</b><br>↑ Emotion knowledge<br>↑ Expression of positive emotions<br>↓ Negative emotion |
|   | <b>Control condition</b><br>(11 teachers)  | <b>Outcomes</b><br>= No change  |

Based on Reeve (2018, pp.434-436) 22

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### Summary

- Interventions can be small or large, targeting individuals or groups
- Seek first to **explain** current situation, based on antecedent conditions
- Then **predict** what will occur based on status quo or if circumstances change
- **Intervene** - Take action, aiming to alter the environment and/or affect motivation and emotion, rather than to change performance outcomes per se
- **Review**, seek feedback, revise, adjust etc..

Based on Reeve (2018, pp. 423-436) 23

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### References

- Reeve, J. (2009). *Understanding motivation and emotion* (5th ed.). Hoboken, NJ: Wiley.
- Reeve, J. (2018). *Understanding motivation and emotion* (7th ed.). Hoboken, NJ: Wiley.

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## Review



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Image source 1

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## Outline – Review

1. Learning outcomes / Grad attributes
2. Pearls of wisdom / Nuggets of truth
3. Review of key content (Ch 1 – 17)
4. Feedback

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## Learning outcomes

1. Identify the **major principles** of motivation and emotion;
2. **Integrate** theories and current research towards explaining the role of motivation and emotions in human behaviour; and
3. **Critically apply knowledge** of motivation or emotion to an indepth understanding of a specific topic in this field.

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## Graduate attributes

- Professional
- Global citizen
- Lifelong learner

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## Example skills

- Able to apply psychological knowledge to address real world problems.
- Confident collaborator using interactive, online platforms.
- Capacity to learn new technologies for addressing novel problems.

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## Pearls of wisdom / Nuggets of truth



Image source: [https://commons.wikimedia.org/wiki/File:Pearl\\_1.svg](https://commons.wikimedia.org/wiki/File:Pearl_1.svg)  
Image source: <https://commons.wikimedia.org/wiki/File:Treasurchest.svg>

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### Pearls of wisdom / Nuggets of truth



- What are the **greatest insights** or **best ideas** you've acquired through this unit?
- What has been your **most significant learning** about motivation and emotion?
- What was the **take-home message** from the book chapter and presentation you worked on?

[https://en.wikiversity.org/wiki/Motivation\\_and\\_emotion/Pearls\\_of\\_wisdom](https://en.wikiversity.org/wiki/Motivation_and_emotion/Pearls_of_wisdom)  
Image source: [https://commons.wikimedia.org/wiki/File:Pearl\\_1.svg](https://commons.wikimedia.org/wiki/File:Pearl_1.svg)  
 Image source: <https://commons.wikimedia.org/wiki/File:Treasurechest.svg>

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### 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 (2018, pp. 436-437) **8**

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### Wisdom gained from a scientific study of motivation & emotion

5. The **quality** of motivation is as important as 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 our best when we have a specific plan of action to **pursue a difficult, specific and self-congruent goal**.

Based on Reeve (2018, pp. 436-437) **9**

9

### Wisdom gained from a scientific study of motivation and emotion

9. People with the same goal but a **different mindset** will pursue that goal in different ways.
10. Competent, enthusiastic functioning requires the 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 to pursue long-term goals**.

Based on Reeve (2018, pp. 436-437) **10**

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### Wisdom gained from a scientific study of motivation and emotion

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

Based on Reeve (2018, pp. 436-437) **11**

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### Wisdom gained from a scientific study of motivation and emotion

15. **Encouraging growth** is more productive than 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 (2018, pp. 436-437) **12**

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Review of  
key content

**Reading:  
Reeve (2018)  
Chs 1-17**

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## Chapter 1: Introduction

Human nature can be discovered using  
**scientific methods.**

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### Motivation and emotion: Etymology

"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](http://commons.wikimedia.org/wiki/File:Running_Samburu_Boy.jpg)

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### Motivation = Energy + Direction + Persistence

= internal process that give behaviour  
**energy, direction, and persistence.**

- **Energy** (Strength):  
Behaviour strength, intensity,  
resilience.
- **Direction** (Purpose):  
Behaviour aimed to achieve particular  
purposes or outcome.
- **Persistence** (Endurance): Behaviour

Reeve (2018)

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### Framework for understanding and studying motivation

|  |  |  |   |
|--|--|--|---|
| <b>Antecedent conditions</b> <ul style="list-style-type: none"> <li>• Environmental events</li> <li>• Social contexts</li> </ul> | <b>Motive status</b> <ul style="list-style-type: none"> <li>• Needs</li> <li>• Cognitions</li> <li>• Emotions</li> </ul> | <b>Energising, directing, and sustaining</b> <ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Engagement</li> <li>• Brain activity</li> <li>• Psycho-physiology</li> <li>• Self-report</li> </ul> | <b>Changes in life outcomes</b> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Achievement</li> <li>• Learning</li> <li>• Adjustment</li> <li>• Skill, talent</li> <li>• Well-being</li> </ul> |
|--|--|--|---|

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Based on Reeve (2018, Figure 1.4)

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## Chapter 2: Motivation in historical perspective

What we don't know about motivation  
and emotion exceeds what we do know.

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**Summary:**

**Grand theories gave rise to mini-theories**

- Motivation study origins date to the Ancient Greeks.
- Mind-body dualism guided motivation thinking, leading to grand theories about Will, Instinct, and Drive.
- Limitations in grand theories lead to their decline and gave rise to mini-theories focused on specific phenomena.
- Contemporary perspectives emphasise multiple motivational influences, including the active role of the person, role of cognition, and applied, social relevance.
- Emotion study paralleled and complemented motivation study but remains a young, incoherent, and largely preparadigmatic field of scientific study.

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**Example mini-theories**

- Achievement motivation theory
- Cognitive dissonance theory
- Expectancy-value theory
- Goal-setting theory
- Intrinsic motivation
- Learned helplessness theory
- Reactance theory
- Self-efficacy theory
- Self-schemas

Based on Reeve (2018, Ch 2, p. 33)

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**Relationship of motivation study to areas of psychology specialisation**

Based on Reeve (2018, Ch 2, Figure 2.3, p. 36)

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**Chapter 3:  
The motivated and emotional brain**

The **brain** is as much about motivation and emotion as it is about cognition and thinking.

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**Motivated & emotional brain**

The brain is not only for thinking, it is also for feeling - it is the center of motivation and emotion.

Based on Reeve (2018, p. 46)

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**Summary:**

**Neural & physiological sources of motivation and emotion**

- **Brain structures**  
limbic (emotion) vs. cortex (goals); left and right prefrontal cortex = approach and avoid respectively
- **Hormones**  
cortisol for stress, oxytocin for bonding, testosterone for mating and dominance
- **Neurotransmitters**  
dopamine for reward, serotonin for mood, norepinephrine for arousal, endorphin for pain

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## Chapter 4: Physiological needs

We underestimate how powerful a motivational force **biological urges** can be when we are currently not experiencing them.

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**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.

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

neglected or frustrated, damage disrupts biological or psychological well-being.

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### 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 (2018, p. 72) 27

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### Failure to self-regulate physiological needs

People fail at self-regulation for three primary reasons:

- **Power of biological urges**  
Underestimate power of biological urges when not currently experiencing them.
- **Lack of standards**  
Lack of or inconsistent, conflicting, unrealistic, or inappropriate standards.
- **Failure to monitor**  
Fail to monitor what we are doing as we become distracted, preoccupied, or intoxicated.

Based on Reeve (2009, p. 105) 28

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## Chapter 5: Extrinsic motivation and internalisation

The **quality** of motivation is as important as quantity of motivation.

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### Extrinsic motivation

Environmental 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) 30

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### Intrinsic motivation

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

"I am **doing this** because **it is ...**"

↓

engaging in activity

↓

interesting, fun, enjoyable,  
satisfies psychological needs  
(autonomy, competence, relatedness)

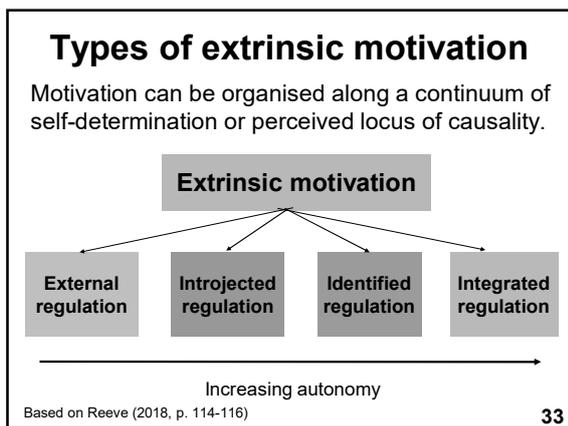
"I just love it!"  
(reward is the journey - enjoyment of the process)

Based on Reeve (2018, p. 107) 31

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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 harder 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) 34

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### Motivating others to do uninteresting activities

How to promote more autonomous extrinsic motivation

- **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) 35

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## Chapter 6: Psychological needs

To flourish, motivation needs supportive conditions, especially **supportive relationships**.

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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) 37

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### Psychological needs

Autonomy

Competence

Relatedness

Based on Reeve (2018, Ch. 6) 38

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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) 39

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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) 40

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### Conditions that satisfy the need for relatedness

- **Social bond**
  - The other person cares about my welfare, likes me
- **Responsiveness**
  - The other person offers understanding, validation, caring

Based on Reeve (2018, p. 144) 41

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### What makes for a good day?

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

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

Based on Reeve (2018, p. 147) 42

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## Chapter 7: Implicit motives

**Implicit** (unconscious) **motives** predict better than do explicit (conscious) motives.

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### Implicit motives

- Enduring, unconscious needs that motivate behaviour toward specific social incentives.
- Inferred from a person's characteristic thought, emotion, and behaviour.

Based on Reeve (2018, p. 154)

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### Social needs

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

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

Based on Reeve (2015, pp. 185-188)

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### Acquiring implicit motives

- If an experience/situation produces positive emotions (e.g., interest, joy, pride), then it becomes associated with positive emotion, leading to an emotion-based preference for the experience/situation.
- If an experience/situational produces negative emotions (e.g., anxiety, shame) then no emotion-based preference for the experience/situation develops.

Based on Reeve (2018, pp. 157)

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### Conditions that involve and satisfy the need for power

- Leadership and relationships
- Aggression
- Influential occupations
- Prestige possessions

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

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### Leadership motive pattern

A variant of the need for power is the leadership motive pattern:

| Traditional      | Compassionate    |
|------------------|------------------|
| ■ ↑ Power        | ■ ↑ Power        |
| ■ ↓ Affiliation  | ■ ↑ Affiliation  |
| ■ ↑ Self-control | ■ ↑ Self-control |

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

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## Chapter 8: Goal setting and goal striving

We do our best when we have a specific plan of action to **pursue a difficult, specific and self-congruent goal.**

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## Discrepancy

How one's life is going

↓

**Present state**

↔

How one wishes life was going

↓

**Ideal state**

**Discrepancy**  
= present state falls short of the ideal state

It is the *discrepancy*, rather the *ideal* state per se, which creates a sense of wanting to change (motivation).

Based on Reeve (2018, pp. 183-184)

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## Types of discrepancy

|   |  |
|---|--|
| <div style="background-color: #f0f0f0; padding: 5px; margin-bottom: 5px;"><b>Discrepancy reduction</b></div> <p style="font-size: small;">Discrepancy-detecting <b>feedback</b> underlies plans and corrective motivation.</p> <ul style="list-style-type: none"> <li>plan-based corrective motivation</li> <li>reactive, overcoming deficiency</li> <li>revolves around a "feedback" system</li> </ul> | <div style="background-color: #f0f0f0; padding: 5px; margin-bottom: 5px;"><b>Discrepancy creation</b></div> <p style="font-size: small;"><b>Feed-forward</b> system which looks forward and proactively sets a future, higher goal.</p> <ul style="list-style-type: none"> <li>goal-setting motivation</li> <li>proactive, growth pursuing</li> <li>revolves around a "feed-forward" system</li> </ul> |
|---|--|

Based on Reeve (2018, p. 185)

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## How difficult, specific, and concordant goals raise performance

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

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## Feedback

- Vital for goal attainment
- Provides knowledge of results and documents performer's progress towards goal attainment
- Defines performance against a standard
  - Above standard
  - At standard
  - Below standard
- Acts as a reinforcer or punisher

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

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## Chapter 9: Mindsets

Two people with the same goal but a **different mindset** will pursue that goal in different ways.

54

54

**Mindsets**

- Cognitive frameworks  
(patterns of brain use)
- Downstream effects on thinking, feeling, and behaving  
e.g., guide attention, info processing, decision making, and thinking about effort, success, failure, and self
- Varies over time and between people

Based on Reeve (2018, p. 203) 55

55

**Mindsets**

Deliberative vs. Implemental

Promotion vs. Prevention

Growth vs. Fixed

Consistency vs. Dissonance

Based on Reeve (2018, p. 203) 56

56

**Deliberative vs implemental**

**Deliberative**

- Intentional goal-setting.
- Open thinking about desirability and feasibility of different possible goals.

**Implemental**

- Action to achieve chosen goal.
- Closed thinking that only considers info related to goal attainment and shields against non-goal-related considerations.

Based on Reeve (2018, pp. 203-206) 57

57

**Prevention vs promotion**

**Prevention**

- Security-based regulatory style.
- Focuses on preventing the self from failing to maintain its duties and responsibilities.
- Adopts a vigilant behavioural strategy.

**Promotion**

- Improvement-based regulatory style.
- Focuses on advancing the self toward ideals.
- Adopts an eager locomotion behavioural strategy.

Based on Reeve (2018, Table 9.1, p. 203) 58

58

**Fixed vs growth**

**Fixed**

- Personal qualities are set.
- Competence cannot be developed.
- Effort is a sign of low ability.
- Adopt performance goals

**Growth**

- Personal qualities are changeable.
- Competence can be developed.
- Effort is a tool for learning.
- Adopt mastery goals.

Based on Reeve (2018, Table 9.1, p. 203, pp. 211- 59

59

**Dissonance vs consistency**

Desire to view one's self as competent, moral, and reasonable.

**Dissonance:** Information and actions that suggest that one is not a competent, moral and reasonable person.

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

Based on Reeve (2018, Table 9.1, p. 203) 60

60

## Chapter 10: Personal control beliefs

Competent, enthusiastic functioning requires the core beliefs of **“I can do it”** and **“It will work”**.

61

61

### Motivation to exercise personal control

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

62

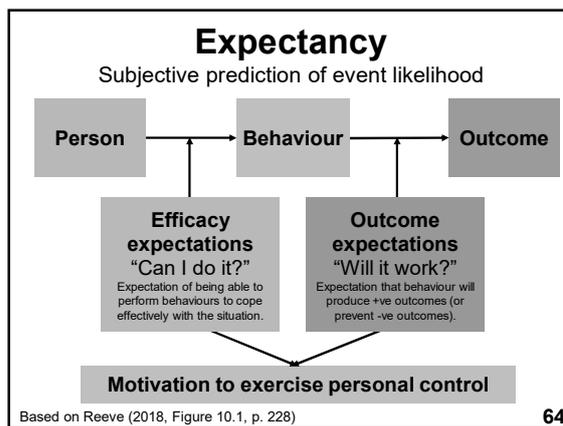
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### Perceived control

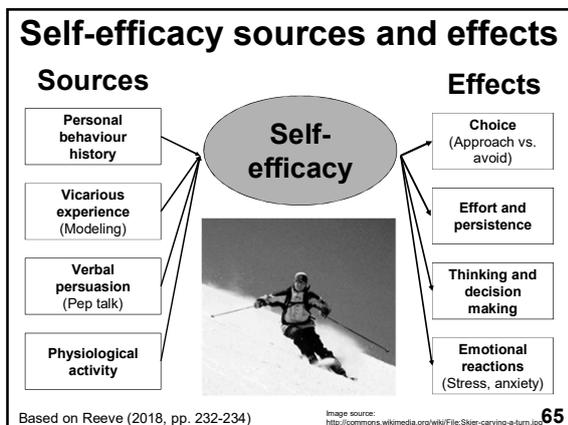
- For such control to happen:
  - The person must be capable of obtaining the sought-after outcomes.
  - Situation in which one attempts to exercise control needs to be somewhat predictable and responsive to one's control attempts.

63

63



64



65

### Empowerment

Empowerment involves:

- knowledge
- skills
- self-efficacy beliefs that allow people to exert control over their lives.

66

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### Mastery vs helpless motivational orientation

|  |  |
|--|--|
| <p><b>Mastery motivational orientation</b></p> <ul style="list-style-type: none"> <li>• Hardy, resistant portrayal of self during encounters of failure</li> <li>• Failure feedback can be helpful and constructive information</li> </ul> | <p><b>Helpless motivational orientation</b></p> <ul style="list-style-type: none"> <li>• Fragile view of self during encounters of failure</li> <li>• Failure feedback is a sign of personal inadequacy</li> </ul> |
|--|--|

Based on Reeve (2018, pp. 239-240) 67

67

### Explanatory style

Cognitive style that reflects the habitual way a person explains why bad events happen to them.

|  |  |
|--|--|
| <p><b>Optimistic explanatory style</b></p> <ul style="list-style-type: none"> <li>• Bad events are unstable and controllable:<br/>"I wrecked my car because I wasn't paying attention at that moment."</li> <li>• Illusion of control contributes to optimistic view of the future.</li> </ul> | <p><b>Pessimistic explanatory style</b></p> <ul style="list-style-type: none"> <li>• Bad events are stable and uncontrollable:<br/>"I wrecked my car because there are nothing but crazy lunatics driving the streets."</li> <li>• Associated with academic failure, social distress, impaired job performance, and depression.</li> </ul> |
|--|--|

Based on Reeve (2018, pp. 246-248) 68

68

## Chapter 11: The self and its strivings

Boosting **self-esteem** is a poor motivational strategy. What works is exerting **self-control over short-term urges to pursue long-term goals.**

69

69

### How well is your self doing its job?

|                                     |                                    |
|-------------------------------------|------------------------------------|
| <b>Self-Acceptance</b>              | Accepts good and bad qualities     |
| <b>Positive Relations w/ Others</b> | Warm, satisfying relationships     |
| <b>Autonomy</b>                     | Regulates behavior from within     |
| <b>Environmental Mastery</b>        | Sense of environmental mastery     |
| <b>Purpose in Life</b>              | Has aims and objectives for living |
| <b>Personal Growth</b>              | Sees improvement in the self       |

Based on Reeve (2018, Table 11. 1, p. 256) which is based on Ryff (1991) 70

70

### Self-concept

- Beliefs used to conceptualise one's self e.g., "I am ..." (self-descriptions)
- Domain-specific self-schemas e.g., Physical self-concept, Academic self-concept
- Reflects the way the self is differentiated and articulated in memory

Based on Reeve (2018, p. 259) 71

71

### Benefits of well-developed self-schema

- Process info about self with relative ease.
- Quickly retrieve self-related behavioural evidence from a relevant domain.
- Confidently predict own future behaviour in a domain.
- Resist counter-schematic information about one's self.
- Direct behaviour to confirm the self-view and prevent episodes that generate feedback that might disconfirm that self-view.

Based on Reeve (2018, pp. 259-260) 72

72

### Motivational properties of self-schemas

**Consistent self**

- Self-schemas direct behaviour to confirm the self-view and 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 (2018, p. 260) 73

73

### 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.

**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.

**Portrays the self as a dynamic entity**  
with a past, present, and future.

Based on Reeve (2018, pp. 263-266) 74

74

### Self-identity

- Means by which the self relates to society.
- Assumed roles (e.g., mother, bully) guide behaviour in culturally-defined ways.
- Self-identity directs one to:
  - pursue identity-confirming behaviours
  - avoid identity-disconfirming behaviours

Based on Reeve (2018, pp. 266-267) 75

75

## Chapter 12: Nature of emotion

All emotions are good;  
they serve a functional purpose.

76

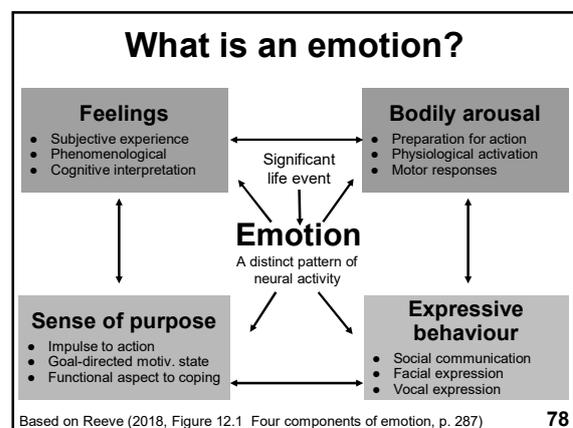
76

### Definition of emotion

“short-lived,  
feeling-purposeful-expressive-bodily  
responses  
that help us adapt to ...  
important life events”

Based on Reeve (2018, pp. 288) 77

77



78

### 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” system to indicate how well or poorly personal adaptation is going.

Based on Reeve (2018, pp. 290-291) 79

79

### What causes an emotion?

```

    graph TD
      A[Significant life event] --> B[Distinct patterns of neural activity]
      B --> C[Cognitive processes]
      B --> D[Biological processes]
      C --> E[Feelings  
Sense of purpose  
Bodily arousal  
Expressive behaviour]
      D --> E
  
```

Based on Reeve (2018, Based on Figure 12.3, p. 291) 80

80

### Basic emotions

Significant life events

|                              |                              |                           |                       |  |              |
|------------------------------|------------------------------|---------------------------|-----------------------|--|--------------|
| <b>Fear</b>                  | <b>Anger</b>                 | <b>Dis-gust</b>           | <b>Sad-ness</b>       | <b>Inter-est</b>                         | <b>Joy</b>   |
| potential of threat and harm | fighting off threat and harm | rejecting threat and harm | after threat and harm | motive involvement                       | satisfaction |
| Response to threat and harm  |                              |                           |                       | Response to involvement and satisfaction |              |

Based on Reeve (2018, pp. 294-295) 81

81

### What good are the emotions?

Utility of emotion:

- **Coping functions** → adapt better to life event
- **Social functions** → make social interactions better

Based on Reeve (2019, pp. 299-301) 82

82

### 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) 83

83

### Emotion regulation strategies

1. **Situation selection:** taking action to make an 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 aspects of emotion (bodily arousal, cognitive, purposive, expressive).

Based on Reeve (2018, pp. 304-306) 84

84

### 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 (2018, p. 306)

85

## Chapter 13: Aspects of emotion

Other people are the source of most of our emotions.

86

### Outline – Aspects of emotion

| Biological   | Cognitive  | Social-Cultural   |
|--|--|---|
| <ul style="list-style-type: none"> <li>■ James-Lange theory</li> <li>■ Contemporary perspective</li> <li>■ Brain activity</li> <li>■ Facial Feedback Hypothesis</li> </ul> | <ul style="list-style-type: none"> <li>■ Appraisal</li> <li>■ Complex appraisal</li> <li>■ Appraisal process</li> <li>■ Emotion differentiation</li> <li>■ Emotion knowledge</li> <li>■ Attributions</li> <li>■ Emotions affect cognition</li> </ul> | <ul style="list-style-type: none"> <li>■ Social interaction</li> <li>■ Social sharing of emotion</li> </ul> |

Based on Reeve (2018, p. 313)

87

## Chapter 14: Individual emotions

The more sophisticated and complex our **emotional repertoire**, the more likely we are to have the right emotions for every situation.

88

### Outline – Individual emotions

| Basic (7)  | Self-conscious (5)  | Cognitively complex (8)   |
|--|---|---|
| <ul style="list-style-type: none"> <li>■ Fear</li> <li>■ Anger</li> <li>■ Disgust</li> <li>■ Contempt</li> <li>■ Sadness</li> <li>■ Joy</li> <li>■ Interest</li> </ul> | <ul style="list-style-type: none"> <li>■ Shame</li> <li>■ Guilt</li> <li>■ Embarrassment</li> <li>■ Pride</li> <li>■ Triumph</li> </ul> | <ul style="list-style-type: none"> <li>■ Envy</li> <li>■ Gratitude</li> <li>■ Disappointment</li> <li>■ Regret</li> <li>■ Hope</li> <li>■ Schadenfreude</li> <li>■ Empathy</li> <li>■ Compassion</li> </ul> |

Based on Reeve (2018, p. 339)

89

### Summary: Basic (7)

- **Fear:** Motivates self-protection in face of danger or threat
- **Anger:** Energises one to overcome obstacles in goal pursuit
- **Disgust:** Repulsion against contaminated object
- **Contempt:** Feeling of superiority to maintain social order
- **Sadness:** Self-reflection following loss or separation
- **Joy:** Pleasure from desirable outcomes → goal striving
- **Interest:** Curiosity, replenishes approach motivation

Based on Reeve (2018, pp. 360–361)

90

### Summary: Self-conscious (5)

- **Shame:** Public violation of moral and competency standards
- **Guilt:** Realisation of harm caused, with desire to repair
- **Embarrassment:** Social blunder indicating hidden self
- **Pride:** Arises from success; Authentic vs. Hubristic
- **Triumph:** Reaction to competitive victory; dominance

Based on Reeve (2018, pp. 360–361)

91

91

### Summary: Complex (8)

- **Envy:** Arises from others' good fortune; Benign vs. Malicious
- **Gratitude:** Receive gift; Communal vs. Exchange
- **Disappointment:** Positive outcome didn't occur; unsure why
- **Regret:** Positive outcome didn't occur; own fault
- **Hope:** Wish desired goal be obtained; motivates persistence
- **Schadenfreude:** Pleasure at the misfortune of others
- **Empathy:** Feeling emotions of another
- **Compassion:** Desire to support someone who is suffering

Based on Reeve (2018, pp. 360–361)

92

92

## Chapter 15: Unconscious motivation

Motivation often arises from a source outside of **conscious awareness**.

93

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### Contemporary psychodynamic perspective

- **The unconscious**
  - Much of mental life is unconscious
- **Psychodynamics**
  - Mental processes operate in parallel and conflict
- **Ego development**
  - Healthy development moves from an immature, socially dependent personality to one that is more mature and interdependent with others
- **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 (2018, p. 402)

94

94

## Chapter 16: Growth motivation and positive psychology

**Encouraging growth** is more productive than trying to cure weakness.

95

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### Positive psychology

- Focuses on proactively building 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 , (2018, p. 368)

96

96

### Characteristics of self actualising people

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

Based on Maslow (1971) **97**

97

### Actualising tendency

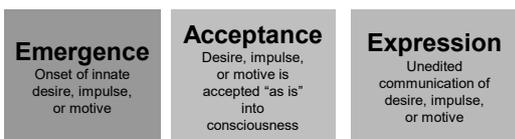
- Innate; a continual presence that quietly guides the person toward genetically determined potentials
- Motivates the person to want to undertake new and challenging experiences

Based on Reeve (2018, pp. 371–372)

**98**

98

### Fully functioning person



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

Based on Reeve (2018, Figure 15.3, pp. 378–379)

**99**

99

## Chapter 17: Interventions

There is nothing so practical as a **good theory**.

**100**

100

### Applying principles of motivation and emotion

#### Explain:

Why do people do what they do?

Have an empirically validated theory to explain motivational phenomenon.

#### Predict:

How will changes in conditions affect motivation and emotion?

Be able to predict the rise and fall of motivational and emotional states.

#### Intervene:

Apply motivational principles to solve practical problems

Find workable solutions to real-world motivational and emotional problems.

Based on Reeve (2018, p. 424)

**101**

101

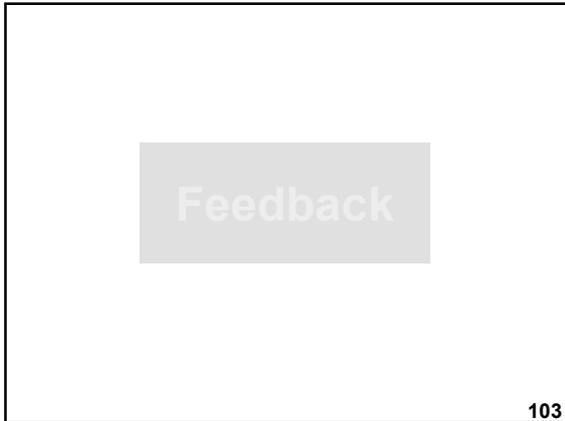
### Intervention

- Goal: Promote life outcomes that people care deeply about (e.g., engagement, skill acquisition, performance, and well-being)
- Step-by-step plan to alter existing condition
- Try to change:
  - environmental conditions
  - interpersonal relationships
  - motivation and emotion that facilitates outcomes

Based on Reeve (2018, p. 424)

**102**

102



103

### Feedback

Thank-you for feedback contributed via ISEQ1, 2, & 3, discussion, email etc.:

- Generally very positive 😊
- Useful suggestions for improvements for 2022 🙏
- Let me know if you have other ideas 💡

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