Motivation & Emotion

Mindsets

James Neill
Centre for Applied Psychology
University of Canberra
2017

Reading:
Reeve (2015)
Ch 9
(pp. 239-267)

Outline

- Mindsets
  - Deliberative vs. Implemental
    - Deliberative mindset
    - Implemental mindset
    - Downstream consequences
  - Promotion vs. Prevention
    - Promotion mindset
    - Prevention mindset
    - Definitions of success and failure
    - Goal-striving strategies
    - Ideal and ought self-guides
    - Regulatory fit
- Growth vs. Fixed
  - Fixed Mindset
  - Growth Mindset
  - Meaning of effort
  - Origins of fixed-growth motivation
  - Achievement goals
- Cognitive dissonance
  - Dissonance-arousing situations
    - Choice
    - Insufficient justification
    - Effort justification
    - New information
    - Motivational processes
    - Self-perception theory

Based on Reeve (2015, Ch 9, p. 239)
Mindsets

- Cognitive frameworks that guide attention, info processing, decision making, and thinking about effort, success, failure, and self
- Have downstream effects on thinking, feeling, and behaving
- Differ between people

Based on Reeve (2015, p. 240)

Four mindsets

- Deliberative vs. Implemental
- Promotion vs. Prevention
- Growth vs. Fixed
- Consistency vs. Dissonance

Based on Reeve (2015, p. 240)

Deliberative vs. Implemental

Patterns of thought that emphasise deliberative goal-setting vs implementational action to achieve a chosen goal.

Deliberative: Open-minded thinking about the desirability and feasibility of a range of possible goals that one might or might not pursue.

Implemental: Closed-minded 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)
**Promotion vs. Prevention**

Goal striving orientations which motivate improvement and the possibility of gain or maintenance and prevention of possible loss.

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

**Prevention**: Focus on preventing the self from not maintaining its duties and responsibilities. Adopts a vigilant behavioral strategy.

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

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**Promotion focus**

**Antecedents**
- Attention to improvement needs
- Goals are seen as ideals, hopes, aspirations
- Situations signaling possible gain

**Consequences**
- Sensitivity to positive outcomes
- Motivational orientation is to attain gains
- Behavioural strategy is fast, eager, locomotion
- Emotionality: Cheerfulness vs dejection

Based on Reeve (2015, Figure 9.2a, p. 245)

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**Prevention focus**

**Antecedents**
- Attention to security needs
- Goals are seen as oughts, obligations, responsibilities
- Situations signaling possible loss

**Consequences**
- Sensitivity to negative outcomes
- Motivational orientation is to prevent losses
- Behavioural strategy is cautious, vigilant, assessment
- Emotionality: Calm vs agitation

Based on Reeve (2015, Figure 9.2b, p. 245)
Promotion vs. 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)

Promotion vs. Prevention

Different goal-striving strategies.

Promotion:
- Gain-based strategy can be characterised as open-mindedness, exploration, locomotion, acting fast, and eager approach.

Prevention:
- Safety-based strategy can be characterised as being cautious, staying committed, staying the course, protecting one's commitments, playing it safe, assessing where one stands and being vigilant.

Based on Reeve (2015, pp. 247-248)

Growth vs. Fixed

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)
Growth vs. Fixed

Meaning of effort.

Growth:
• Effort is a tool, the means by which people turn on and vitalise the development of their skills and abilities.

Fixed:
• High effort means low ability, evidence that the performer lacks ability.
• “The more you try, the dumber you therefore must be.”

Based on Reeve (2015, pp. 251-252)

Growth vs. 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)

Achievement goals

Mastery goals
- Develop one’s competence
- Make progress
- Improve the sat
- Overcome difficulties with effort and persistence

Main achievement goals

Performance goals
- Prove one’s competence
- Display high ability
- Outperform others
- Succeed with little apparent effort

Based on Reeve (2015, pp. 255-257)
Benefits of adopting mastery goals

- Preference for a challenging task one can learn from
- Use conceptually based learning strategies
- Experience greater intrinsic than extrinsic motivation
- More likely to ask for information & help

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

Achievement goals in the classroom (Ames & Archer, 1988)

<table>
<thead>
<tr>
<th>Classroom Dimension</th>
<th>Mastery Goal</th>
<th>Performance Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success defined as</td>
<td>Improvement, progress</td>
<td>High grades, high intrinsic performance</td>
</tr>
<tr>
<td>Value placed on</td>
<td>Effort, learning</td>
<td>Normatively high ability</td>
</tr>
<tr>
<td>Reasons for satisfaction</td>
<td>Working hard, challenge</td>
<td>Doing better than others</td>
</tr>
<tr>
<td>Teacher oriented toward</td>
<td>How students are learning</td>
<td>How students are performing</td>
</tr>
<tr>
<td>Views errors or mistakes as</td>
<td>Part of learning</td>
<td>Anxiety eliciting</td>
</tr>
<tr>
<td>Focus of attention</td>
<td>Process of learning</td>
<td>Own performance relative to others' performance</td>
</tr>
<tr>
<td>Reasons for effort</td>
<td>Learning something new</td>
<td>High grades, performing better than others</td>
</tr>
<tr>
<td>Evaluation criteria</td>
<td>Absolute progress</td>
<td>Normative</td>
</tr>
</tbody>
</table>

Based on Reeve (2005, Table 9.4, p. 298)

Antecedents & consequences of the three achievement goals (Elliot & Church, 1997)

- Mastery goal
- Intrinsic motivation
- Performance-approach goal
- Performance-avoidance goal
- Graded performance

Based on Reeve (2005, Figure 9.5, p. 258)
Avoidance motivation & ill-being

Fear of failure $\Rightarrow$ Performance-avoidance goals $\Rightarrow$ LOW
- Self-esteem
- Personal control
- Vitality
- Life satisfaction
- Psychological well-being

Based on Reeve (2015, pp. 259-261)

Consistency vs. 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)

Consistency vs. Dissonance

Dissonance reduction strategies.

- **Dissonant belief**
  - Reduce importance
  - Remove belief

- **Consonant belief**
  - Increase importance
  - Add a new consonant belief

Based on Reeve (2015, p. 262)
Based on Reeve (2015, pp. 131-133)

**Consistency vs. Dissonance**

<table>
<thead>
<tr>
<th>Choice</th>
<th>Seemingly spontaneous actions undertaken with little or no external prompting then require cognitive justification.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient justification</td>
<td>Extreme behaviours which require considerable effort breed extreme beliefs in order to justify the effort.</td>
</tr>
<tr>
<td>Effort justification</td>
<td>As you collect new information, you expose yourself to opportunities to contradict your beliefs.</td>
</tr>
<tr>
<td>New information</td>
<td></td>
</tr>
</tbody>
</table>

**Cognitive dissonance process.**

- Dissonance-arousing situational events
- Produces inconsistency between cognitions
- Dissonance motivation
- Dissonance-reduction strategy implemented
- Dissonance reduced or eliminated

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

**Next lecture**

**Personal control beliefs (Ch 10)**
References


Note: Image credits are in the slide notes.
Personal control beliefs

James Neill
Centre for Applied Psychology
University of Canberra
2017

Reading:
Reeve (2015)
Ch 10
(pp. 269-302)

Outline

- Motivation to exercise personal control
  - Kinds of expectancy
  - Efficacy
  - Outcome
  - Perceived control
  - Self
  - Action
  - Control
- Mastery beliefs
  - Ways of coping
  - Mastery versus helplessness
- Learned helplessness
  - Learning helplessness
  - Applications to humans
  - Components
  - Helplessness effects
- Reactance theory
  - Reactance and helplessness
- Hope
- Expectancy-value model

Based on Reeve (2015, Ch 9, pp. 229-230)
Questions about expectancy and control

- What are your expectations for your future?
  - Will you get the next job you apply for?
  - On a blind date, would the other person like you?
  - Can you run 3 kms without stopping?
- Do you perceive that you are in control of the events that happen to you?
  - Or is what happens to you controlled by luck, fate, or others?
- How do your expectations and perceptions of control affect your:
  - motivation?
  - performance?

Based on Reeve (2015, p. 269)

Motivation to exercise personal control: Initial assumptions and understandings

- People desire control over their environment so as to be able 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.

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

Kinds of expectancies

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

<table>
<thead>
<tr>
<th>Efficacy expectations</th>
<th>Outcome expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Can I do it?”</td>
<td>“Will what I do work?”</td>
</tr>
<tr>
<td>Expectation of being able to enact behaviours needed to cope effectively with the situation at hand.</td>
<td></td>
</tr>
<tr>
<td>e.g.: Can I do 20 mins on a treadmill, 3 times a week for 12 months?</td>
<td>Expectation that one’s behaviour will produce positive outcomes (or prevent negative outcomes).</td>
</tr>
<tr>
<td>e.g.: Would I lose 5 kgs as a result?</td>
<td></td>
</tr>
</tbody>
</table>

Based on Reeve (2015, pp. 270-271)
Kinds of expectancies: Efficacy and outcome

Based on Reeve (2015, Figure 10.1, p. 270)

Self → Action → Control model of perceived control
(Alternative terminology for the Personal-Behaviour-Outcome model)

Based on Reeve (2015, Figure 10.2, p. 271)

Self-efficacy

Based on Reeve (2015, pp. 272-274)
Sources and effects of self-efficacy

**Sources of self-efficacy**
- Personal behaviour history
- Vicarious experience (Modeling)
- Verbal persuasion (Pep talk)
- Physiological activity

**Effects of self-efficacy**
- Extent of self-efficacy
  - Choice (Approach vs. avoid)
  - Effort and persistence
  - Thinking and decision making
  - Emotional reactions (Stress, anxiety)

Sources of self-efficacy

Effects of self-efficacy

Empowerment

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

- **Self-efficacy beliefs**
  - Knowledge
  - Skills

Empowering people: Mastery modeling program

1. **Expert identifies component skills** involved in effective coping and measures novices’ efficacy expectation on each component skill.
2. **Expert models each component skill.** Expert provides corrective feedback, as needed.
3. **Novices emulate each modeled skill.** Expert provides corrective feedback, as needed.
4. **Novices integrate the separate component skills** into an overall simulated performance. Expert introduces only mild obstacles and helps novices integrate the different skill components into an overall performance.
5. **Novices participate in cooperative learning groups.** One person gives a simulated performance while peers watch. As they watch, peers provide encouragement and tips. Each person takes a turn until everyone has performed multiple times.
6. **Novices perform individually in a near-naturalistic situation** that features numerous and realistic difficulties, obstacles, and setbacks while the expert provides modeling and corrective feedback.
7. **Expert models confident demeanour and arousal-regulating strategies.**

Empowerment and self-efficacy


Empowerment

Empowering people: Mastery modeling program

Based on Reeve (2015, pp. 277-278)
Mastery beliefs

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

Perceived control over attaining desirable outcomes and preventing aversive ones

Responds to failure by remaining task- and mastery-focused

Image source: http://commons.wikimedia.org/wiki/File:Jomopro09-expert-flat-04.jpg

Stress and coping

- Stress occurs when the demands of a situation exceed our resources.
- Coping refers to choiceful attempts to deal with stress.

Ways of coping

<table>
<thead>
<tr>
<th>Way of coping</th>
<th>Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approach vs. avoidance</td>
<td>Taking action by moving toward and interacting with the problem vs. walking away from the problem</td>
</tr>
<tr>
<td>Social vs. solitary</td>
<td>Taking action with a team of others vs. acting alone</td>
</tr>
<tr>
<td>Proactive vs. reactive</td>
<td>Taking action to prevent a problem before vs. after it occurs</td>
</tr>
<tr>
<td>Direct vs. indirect</td>
<td>Taking action with a team of others vs. acting alone</td>
</tr>
<tr>
<td>Control vs. escape</td>
<td>Take-charge approach vs. staying clear of the situation</td>
</tr>
<tr>
<td>Alloplastic vs. autoplastic</td>
<td>Taking action to change the problem vs. taking action to change one's self</td>
</tr>
<tr>
<td>Problem focused vs. emotion focused</td>
<td>Taking action to manage the problem causing the stress vs. regulating one's emotional response to the problem</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, Table 10.1, p. 283) which is based on Skinner et al. (2003)
How to make stress your friend
Kelly McGonigal, 2013

TED Talk (15 mins)  Start at 1:00; End at 13:21
http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend.html

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)

Learned helplessness

The psychological state that results when an individual expects that life’s outcomes are uncontrollable.

My behaviour

Other (uncontrollable) influences

Outcomes that happen to me

Based on Reeve (2015, Figure 10.4, p. 284)
Learned helplessness  
Seligman and Maier experiment

How helplessness is learnt

Based on Reeve (2009, p. 246)

Learned helplessness  
Results of a prototypical learned helplessness study

<table>
<thead>
<tr>
<th>Experimental Condition</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inescapable Shock</td>
<td>Received shock, no coping response could terminate the shock</td>
<td>Received an escapable shock</td>
<td>Failed to escape from the shock</td>
</tr>
<tr>
<td>Escapable Shock</td>
<td>Received shock, pressing nose against button could terminate shock</td>
<td>Received an escapable shock</td>
<td>Quickly learned to escape shock by jumping over barrier</td>
</tr>
<tr>
<td>Control, No Shock</td>
<td>Received no shock</td>
<td>Received an escapable-shock</td>
<td>Quickly learned to escape shock by jumping over barrier</td>
</tr>
</tbody>
</table>

Based on Reeve (2005, Table 10.2, p. 386) which is based on Seligman & Meier (2005)

Learned helplessness study with humans

Authentic feedback  
(Controllable problem)

VS.

Random and bogus feedback  
(Uncontrollable problem)

Based on Reeve (2005, Figure 10.5, p. 287)
Components of learned helplessness

<table>
<thead>
<tr>
<th>Contingency</th>
<th>Cognition</th>
<th>Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective relationship between a person's behaviour and the environment's outcomes (range: 0 to 1)</td>
<td>• Subjective personal control beliefs</td>
<td>Listless, demoralised coping behaviour vs. assertive, active, energetic coping</td>
</tr>
<tr>
<td></td>
<td>• Biases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Attributions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Expectancies</td>
<td></td>
</tr>
</tbody>
</table>

Based on Reeve (2015, pp. 288-289)

Effects of helplessness

<table>
<thead>
<tr>
<th>Motivational deficits</th>
<th>Learning deficits</th>
<th>Emotional deficits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased willingness to try “Why try?”</td>
<td>Acquired pessimistic mindset that interferes with one’s ability to learn new response-outcome contingencies</td>
<td>Energy-depleting emotions (e.g., Listlessness, apathy, depression)</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, pp. 289-290)

Helplessness and depression

Perceived control judgments for depressed and non-depressed individuals

![Graph showing perceived control judgments](image)

Depressed individuals had the most accurate perceptions in the no-control condition. Non-depressed individuals perceived they had greater control than they did.


Based on Reeve (2015, Figure 10.6, pp. 292)
Explanatory style:
Relatively stable, cognitively-based personality orientation
Attributions vary in their locus, stability, and controllability

<table>
<thead>
<tr>
<th>Optimistic explanatory style</th>
<th>Pessimistic explanatory style</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explains bad events with attributions that are unstable and controllable</td>
<td>• Explains bad events with attributions that are stable and uncontrollable</td>
</tr>
<tr>
<td>• 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</td>
<td>• Associated with academic failure, social distress, impaired job performance, physical illness, and depression</td>
</tr>
</tbody>
</table>

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

Criticisms & alternative explanations

**Criticisms**
- Traumatic events themselves could induce helplessness.
- Expectation of failure induces helplessness.
- Uncontrollable events induce helplessness deficits not because they are uncontrollable but because they are unpredictable.

**Alternative explanations**
- People actually motivated to remain passive.
- Helplessness might fundamentally be a physiological, rather than a cognitive, phenomenon.

Based on Reeve (2015, p. 295)

Reactance theory

The psychological and behavioural attempt at reestablishing ("reacting" against) an eliminated or threatened freedom.

Based on Reeve (2015, pp. 297-298)
Putting it all together: Hope

**High self-efficacy**
Performer’s perceived capacity to accomplish the goals

“I can do this.”

**Clear pathways to goal attainment**
Performer’s belief that they can generate multiple viable routes to desired goals

“I will find a way to get this done.”

Self-efficacy  Mastery motivation

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Next lecture

The self and its strivings (Ch 11)

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References


Note: Image credits are in the slide notes
Open Office Impress

- This presentation was made using Open Office Impress.
- Free and open source software.
- [http://www.openoffice.org/product/impress.html](http://www.openoffice.org/product/impress.html)
The self and its strivings

James Neill
Centre for Applied Psychology
University of Canberra
2017

Reading:
Reeve (2015)
Ch 11
(pp. 303-334)

Outline –
The self and its strivings

- The self
  - Aspects
  - Dimensions
  - The problem with self-esteem
- Self-concept
  - Self-schemas
  - Motivational properties of self-schemas
  - Consistent self
  - Self-verification and self-concept change
  - Why people self-verify
  - Possible selves
- Agency
  - Self as action and development from within
- Self-regulation
  - Self-regulation
  - Developing more competent self-regulation
  - Self-control
- Identity
  - Roles
  - Identity-establishing behaviours
  - Identity-confirming behaviours
  - Identity-restoring behaviours
- What is the self?

Based on Reeve (2015, pp. 303-304)
Aspects of the self

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

Defining or creating the self
Managing or regulating the self
Discovering & developing personal potential
Relating the self to society

Dimensions of psychological well-being

1. Self-acceptance
2. Autonomy
3. Environmental mastery
4. Purpose in life
5. Personal growth
6. Positive relations with others

Based on Reeve (2015, Table 11.1, p. 305) which is based on Ryff (1998)

Self-esteem

- Myth: Boosting self-esteem boosts motivation and other desirable outcomes.
- Instead, self-esteem provides a “dashboard” indicator of how one's life is going i.e., it is an outcome of having one's needs fulfilled.
- Artificially inflating self-esteem is not the answer to low self-esteem - and can even make problems, such as narcissism, worse.
- See Baumeister for further critique.

Based on Reeve (2015, pp. 306-307)
**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

represents the invariance that individuals discover about their social behaviour (or the way the self is differentiated and articulated in memory)

Based on Reeve (2015, p. 308)

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**Benefits of well-developed self-schema**

Process information about the self with relative ease. 
Quickly retrieve self-related behavioural evidence from the domain.

Confidently predict own future behaviour in the domain. 
Resist counter-schematic information about one's self.

Benefits of well-developed self-schema

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

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**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 (2015, pp. 30-31)
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 (2015, pp. 313-315)

Agency
Self as action and development from within, (innate processes and motivations)

- Human beings possess a core self, energised by innate motivation and directed by the inherent developmental processes of differentiation, internalisation, and integration.
- Not all self-structures are equally authentic; while some reflect the core self, others reflect and reproduce the society.

Based on Reeve (2009, pp. 281-282)
Self-concordance

People pursue goals that are congruent or "concordant" with their core self.

<table>
<thead>
<tr>
<th>The Questions Asked By The Self-concordance Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do people decide what to strive for in their lives?</td>
</tr>
<tr>
<td>2. How does this personal striving process sometimes nurture the self and promote well-being yet other times go awry and diminish well-being?</td>
</tr>
</tbody>
</table>

Cyclical path model for the Self-concordance Model illustrates developmental gains in well-being and self-concordance.

The self-concordance model illustrates the motivational and developmental benefits of pursuing life goals that emanate out of the integrated or core self.

Diagrammatic illustration of self-integrated and non-integrated action.

Based on Reeve (2015, Figure 11.3, p. 318)  Self-Concordance Model

Based on Reeve (2015, Figure 11.5, p. 320)

Based on Reeve (2015, Figure 11.2, p. 348)
Developing more competent self-regulation: Summary of the social learning process to acquire self-regulation skill

Acquiring a greater capacity for more effective self-regulation increases the self's capacity to carry out the goal-setting process on one's own.

Lack of self-regulation skill
Unable to regulate one's goals, implementation intentions, and coping strategies in a new domain.

Social learning process
1. Observe expert model
2. Imitation, social guidance, feedback
3. Internalisation of standards
4. Self-regulatory process, including self-monitoring, self-evaluating

Acquisition of competent self-regulation skill
Able to self-regulate one's goals, behaviours, and standards in the domain.

Self-control
- Achievement of long-term goals requires the goal striver to exercise control (will power) over impulsive desires to gratify distracting shorter-term goals
- Self-control is the capacity to suppress, restrain, or override an impulsive desire, urge, or behaviour.
- Use of the capacity for self-control causes depletion and it then needs replenishment.
- Self-control can be enhanced through practice.

Based on Reeve (2015, pp. 324-329)
Don’t eat the marshmallow! Joachim de Posada, 2009

TED Talk (6 mins)
http://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet

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 (2005, p. 329-331)

Next lecture

Nature of emotion (Ch 12)
References


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