


MOTIVATION & EMOTION

Mindsets



Reading:
Reeve (2018)
Ch 9
(pp. 202-226)

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Outline

- Mindsets
- Deliberative - Implemental
- Prevention - Promotion
- Fixed - Growth
- Dissonance - Consistency

Based on Reeve (2018, p. 202)

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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 between people

Based on Reeve (2018, p. 203)

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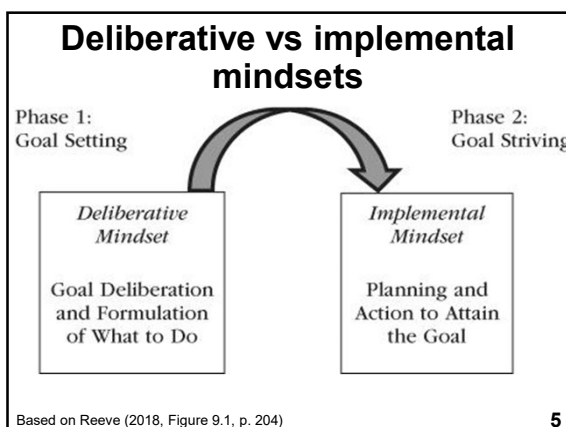
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Mindset 1

**Deliberative
versus
Implemental**

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Deliberative vs implemental mindsets

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)

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Deliberative vs implemental mindsets

Deliberative

- What should be my major?
- Which career should I pursue?
- Should I exercise today?
- Should I ask someone on a date?

Implemental

- What do I need to do to:
 - graduate?
 - become a "x" (career)?
 - exercise well?
 - arrange the date?

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

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Implications

- Use different mindsets at different stages of goal setting and striving.
Wrong mindset → frustration, unproductive.
- Different people can have different mindsets in the same situation.
Different mindsets → conflict

Based on Reeve (2018, p. 206)

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Mindset 2

**Prevention
versus
Promotion**

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Prevention vs. promotion mindsets

Prevention

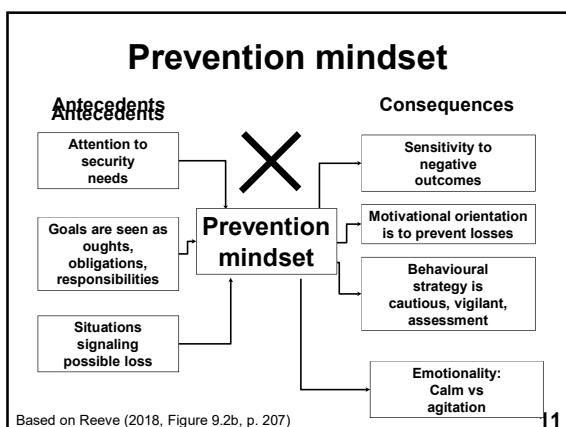
- Security-based regulatory style.
- Focuses on preventing the self from failing to maintain its duties and responsibilities.
- Adopts a vigilant behavioural strategy.

Promotion

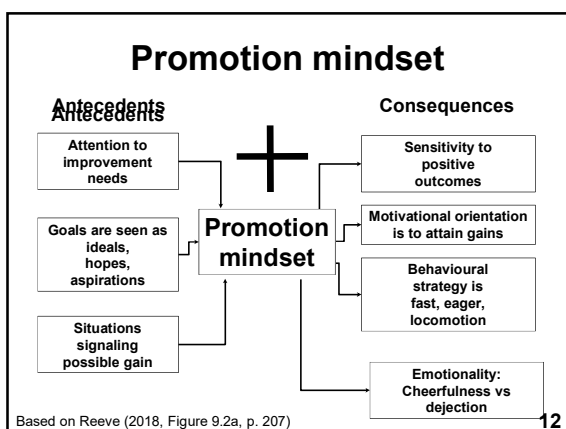
- Improvement-based regulatory style.
- Focuses on advancing the self toward ideals.
- Adopts an eager locomotion behavioural strategy.

Based on Reeve (2018, Table 9.1, p. 203) 10

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Mindset 3

**Fixed
versus
Growth**

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Fixed vs growth mindsets

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-

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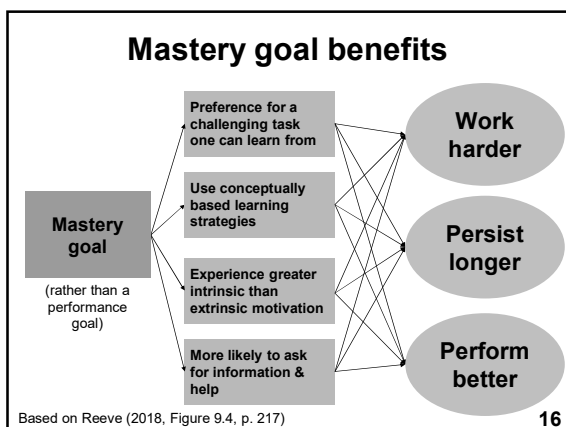
Performance vs mastery goals

- **Performance goals**
 - Demonstrate competence
 - Display high ability
 - Outperform others
 - Succeed with little apparent effort
- **Mastery goals**
 - Develop competence
 - Improve, learn, and make progress
 - Overcome difficulties with effort and persistence

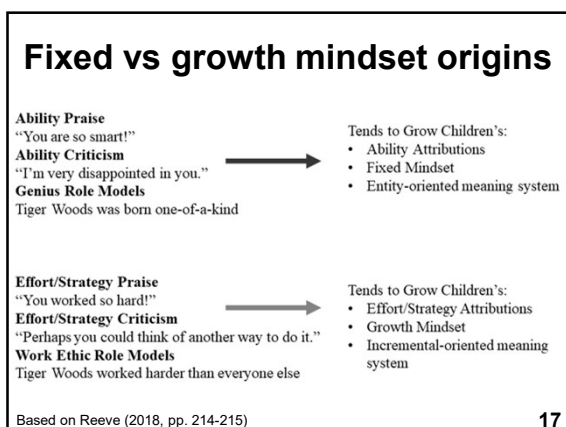
Based on Reeve (2018, pp. 216-218)

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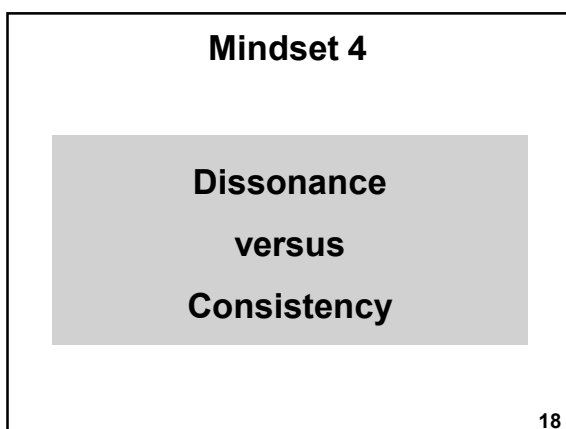
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Dissonance vs consistency

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) **19**

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Cognitive dissonance process

```
graph TD; A[Dissonance-arousing situational events] --> B[Produces inconsistency between cognitions]; B --> C[Dissonance motivation]; C --> D[Dissonance-reduction strategy implemented]; D --> E[Dissonance reduced or eliminated];
```

Based on Reeve (2018, Figure 9.6, p. 224) **20**

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Dissonance-arousing situations

Situations that often induce dissonance:

- Making difficult choices
- Behaving spontaneously
- Putting in intense effort
- Receiving new information

Based on Reeve (2018, pp. 222-224) **21**

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Resolving dissonance

Two options:

- Change the belief
- Change the behaviour

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Summary

- Mental patterns of thinking have downstream effects on thinking, feeling, and behaviour
- Deliberative - Implemental
- Prevention - Promotion
- Fixed - Growth
- Dissonance - Consistency

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References


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

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MOTIVATION & EMOTION

Personal control beliefs



Reading:
Reeve (2018)
Ch 10
(pp. 227-254)

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Outline

- Expectancy and control
- Self-efficacy
- Mastery beliefs
- Learned helplessness
- Reactance
- Expectancy-value model

Based on Reeve (2018, Ch 9, pp. 227-228)

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Expectancy and control

- What causes good outcomes and how can bad outcomes be prevented?
- Why do some people:
 - develop their skills and make a lot of progress?
 - develop their skills less and make little progress?
- Answer: Expectations and perceptions of control affect:
 - motivation
 - performance

Based on Reeve (2018, p. 228)

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Expectancy and control

- What are your **expectations** about your future? e.g., Do you think that you will:
 - get the next job you apply for?
 - be liked by the other person on a blind date?
 - be able to run 3 kms without stopping?
- Do you **perceive** that you are in control of events that happen to you?
 - Or are they controlled by luck, fate, or others?

Based on Reeve (2018, p. 228) **4**

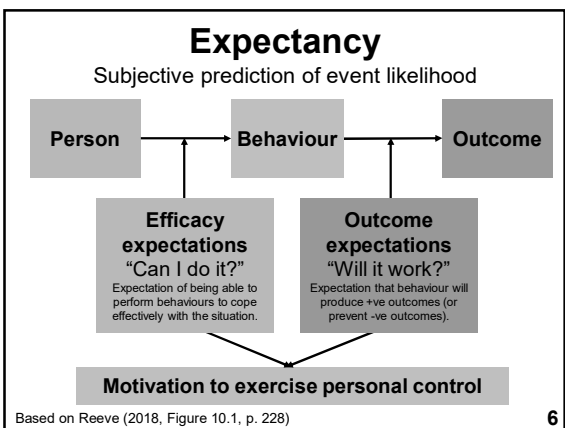
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Motivation to exercise personal control

- 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.

Based on Reeve (2018, pp. 228-229) **5**

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Self-efficacy

- Judgement about how well one will cope with a situation, based on one's skills and circumstances.
- Capacity to improvise ways to translate personal abilities into effective performance.
- Opposite is self-doubt.
- Predicts motivational balance between wanting to give it a try vs anxiety, doubt, and avoidance.

Based on Reeve (2018, p. 231)

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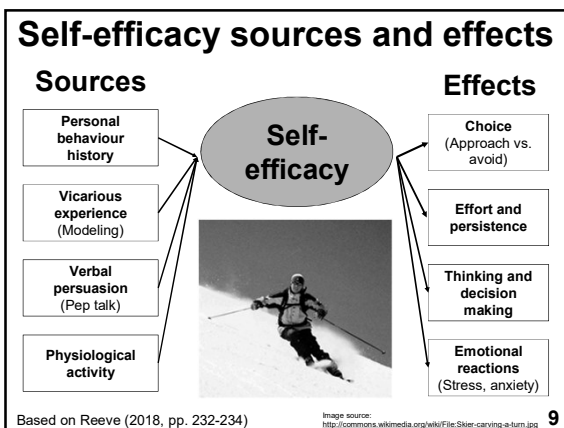
Self-efficacy role in motivation

- **Self-inefficacy** causes anxiety and avoidance:
Perceived inefficacy in coping with potentially aversive events creates anxiety and motivates avoidance for fear of being overwhelmed.
- **Self-efficacy** empowers approach-based motivation: Perceived capacity to cope eliminates anxiety and avoidance motivations, and empowers approach motivation.

Based on Reeve (2018, p. 231)

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Consequences of avoidance

- We continually make choices about what activities and environments to approach.
- We choose activities with which we feel we can cope and avoid those we fear might overwhelm our coping capacities.
- When we avoid activity out of self-doubt, we also participate in an anti-educative process that retards our development.
- Avoidance can have detrimental long-term effects on development, as avoidance decisions progressively restrict one's range of activities and settings.

Based on Reeve (2018, p. 235)

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Effort and persistence

- Learning is fraught with setbacks which leave us vulnerable to doubt.
- Self-doubt leads us to slacken effort, settle prematurely on mediocre solutions, or give up.
- Self-efficacy is a motivational resource we can fall back on to offset doubt and preserve our effort and persistence.
- Self-efficacy doesn't silence doubt (doubt is a normal, expected emotional reaction to failure). But it leads to a quick recovery of self-assurance following setbacks.

Based on Reeve (2018, pp. 235-236)

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Quality of thinking and feeling

- Under stress:
 - self-efficacy helps with maintaining clear-headedness and task-focus
 - self-doubt leads to erratic thinking and distraction
- Root cause of anxiety is low self-efficacy. Thus:
 - self-efficacy helps to keep doubt, anxiety, and distress at bay
 - any sign of anxiety means that self-efficacy is slipping

Based on Reeve (2018, pp. 235-236)

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Empowerment

Empowerment involves:

- knowledge
- skills
- self-efficacy beliefs

that allow people to exert control over their lives.

Based on Reeve (2018, p. 237) **13**

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Mastery modeling program

Expert model walks novices through these steps:

1. **Expert identifies the specific skills** necessary for effective coping and measures novices' efficacy expectation on each component skill
2. **Expert models each component skill.** Emphasises novices' most worrisome skill areas.
3. **Novices emulate each modeled skill.** Expert provides guidance and corrective feedback, as needed.
4. **Novices integrate the separate component skills into an overall simulated performance.** Expert introduces mild obstacles and helps novices integrate the different skill components into a coherent overall performance.
5. **Novices participate in cooperative learning groups.** One person gives a simulated performance while peers 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 difficulties, surprises, and obstacles, while the expert provides modeling and corrective feedback.
7. **Expert models confident demeanour and arousal-regulating strategies** throughout the mentoring.

Based on Reeve (2018, p. 238) **14**

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Stress and coping

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

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Ways of coping

There are many which identify different coping styles or strategies such as:

- Problem- vs. emotion-focused
- Approach vs avoidance
- Solitary vs social
- Proactive vs reactive

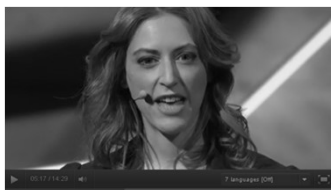
Based on Reeve (2018, Table 10.1, p. 239) which is based on Skinner et al. (2003) 16

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How to make stress your friend Kelly McGonigal, 2013

TED Talk (12:21 mins)

<https://www.youtube.com/embed/RcGyVTAoXEU>



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Mastery vs helpless motivational orientation

Mastery

motivational orientation

- Hardy, resistant portrayal of self during encounters of failure
- Failure feedback can be helpful and constructive information

Helpless

motivational orientation

- Fragile view of self during encounters of failure
- Failure feedback is a sign of personal inadequacy

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

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Mastery orientation

Psychological state that results when an individual expects that life's outcomes are **controllable**.

```

    graph LR
      A[My behaviour] -- solid arrow --> D[Outcomes that happen to me]
      B[Other (uncontrollable) influences] -.- dotted arrow -.-> D
  
```

Based on Reeve (2018, Figure 10.5, pp. 240-241) 19

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Helpless orientation

Psychological state that results when an individual expects that life's outcomes are **uncontrollable**.

```

    graph LR
      A[My behaviour] -.- dotted arrow -.-> D[Outcomes that happen to me]
      B[Other (uncontrollable) influences] -- solid arrow --> D
  
```

Based on Reeve (2018, Figure 10.5, pp. 240-241) 20

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During failure


<h4>Mastery oriented</h4> <ul style="list-style-type: none"> • Energised by setbacks and failure feedback. • Improve problem-solving strategies e.g.,: <ul style="list-style-type: none"> ○ Try harder. ○ Find a better strategy. • Focus: How can I gain control over this failure? • Failure means: "The harder a task is, the harder I need to try." 	<h4>Helpless oriented</h4> <ul style="list-style-type: none"> • De-energised by setbacks and failure feedback. • Immature problem-solving strategies e.g.,: <ul style="list-style-type: none"> ○ Wild guesses ○ Acting silly • Focus: Failure = punishment → negative emotionality. • Failure means: "I am not very smart; I'm not good at this."
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Based on Reeve (2018, pp. 239-240) 21

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Learned helplessness

Seligman and Maier's 1967 experiment showed how helplessness is learnt



Based on Reeve (2018, p. 241) Source: https://commons.wikimedia.org/wiki/File:Shuttle_Box_Dog_Orange.png

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Helplessness components

- **Contingency:** Objective relationship between a person's behaviour and the environment's outcomes (range: 0 to 1)
- **Cognition:** Subjective personal control beliefs including biases, attributions, and expectancies
- **Behaviour:** Listless, demoralised coping behaviour

Based on Reeve (2018, p. 243) 23

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Helplessness deficits

- **Motivational:** Decreased willingness to try: "Why try?"
- **Learning:** Pessimism interferes with ability to learn new response-outcome contingencies
- **Emotional:** Energy-depleting emotions (e.g., listlessness, apathy, depression)

Based on Reeve (2018, pp. 243-245) 24

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Explanatory style

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

<p>Optimistic explanatory style</p> <ul style="list-style-type: none"> Bad events are unstable and controllable: "I wrecked my car because I wasn't paying attention at that moment." Illusion of control contributes to optimistic view of the future. 	<p>Pessimistic explanatory style</p> <ul style="list-style-type: none"> Bad events are stable and uncontrollable: "I wrecked my car because there are nothing but crazy lunatics driving the streets." Associated with academic failure, social distress, impaired job performance, and depression.
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Based on Reeve (2018, pp. 246-248) 25

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Explanatory style

Pattern of attributions made by people with a pessimistic or optimistic explanatory style.

```

graph TD
    A[Bad Outcome Occurs: Failure, Rejection, Loss] --> B[Attributional Search: Why did the bad outcome happen?]
    B --> C[Pessimistic Explanatory Style: Pattern of Attributions Made]
    B --> D[Optimistic Explanatory Style: Pattern of Attributions Made]
    C --> E[Locus: Internal Attribution  
Cause of the bad outcome is in me. I failed because I didn't try hard enough.]
    D --> F[Locus: External Attribution  
Cause of the bad outcome is in other people or in situational circumstances. I failed because the room was too noisy.]
    E --> G[Stability: Stable Attribution  
Cause of the bad outcome is enduring and fixed in time and across different situations. I failed because of my low ability.]
    F --> H[Stability: Unstable Attribution  
Cause of the bad outcome is ephemeral and changes in time and across different situations. I failed because I had a cold and couldn't focus.]
    G --> I[Controllability: Uncontrollable Attribution  
Cause of the bad outcome cannot be changed or brought under my control. I failed because the teacher hates me.]
    H --> J[Controllability: Controllable Attribution  
Cause of the bad outcome can be changed and brought under my control. I failed because I didn't prepare properly.]
            
```

Based on Reeve (2018, Figure 10.7, p. 247)

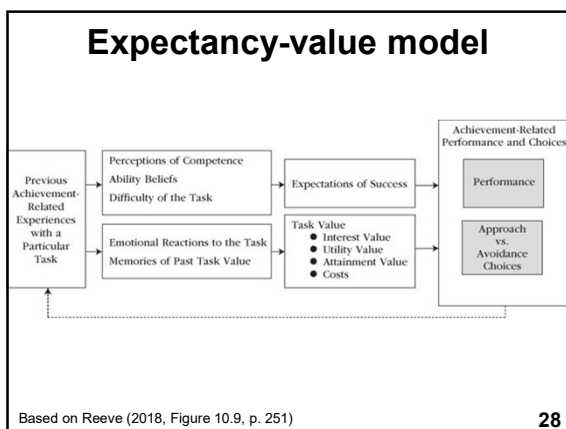
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Reactance

- Psychological and behavioural attempt at reestablishing ("reacting" against) loss of freedom.
- e.g., a boss micro-manages employees - consequently employees reassert their autonomy by engaging in defiant behaviours

Based on Reeve (2018, pp. 248-250) 27

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- ### Summary
- Efficacy and outcome expectancies
 - Self-efficacy vs doubt
 - Mastery vs helpless orientation
 - Learned helplessness
 - Optimistic vs pessimistic explanatory style
 - Reactance
 - Expectancy-value model
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- ### References
- Reeve, J. (2018). *Understanding motivation and emotion* (7th ed.). Hoboken, NJ: Wiley.
- 30

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MOTIVATION & EMOTION

The self and its strivings



Reading:
Reeve (2018)
Ch 11
(pp. 255-281)

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Outline

- Self strivings
- Self-concept
- Self-identity
- Agency
- Self-regulation

Based on Reeve (2018, p. 255)

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Strivings of the self

- Create the self
- Regulate the self
- Develop personal potential
- Relate self to society

Based on Reeve (2018, p. 256)

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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)

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Well-developed self-schema benefits

- 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.

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

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Motivational properties of self-schemas

Consistent self

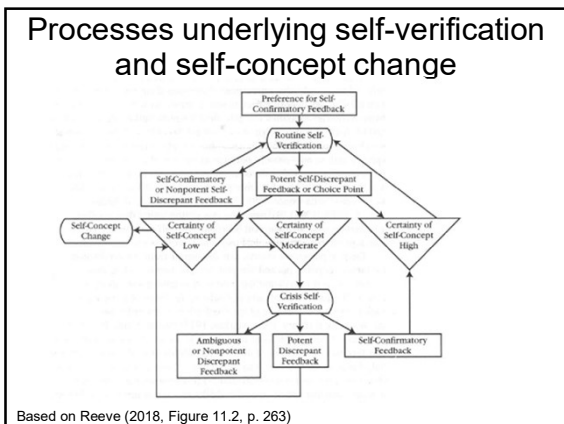
- Self-schemas direct behaviour to confirm the self-view and prevent episodes that generate feedback that might disconfirm that self-view.

Possible self

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

Based on Reeve (2018, p. 260)

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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) **8**

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Self-identity

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

Based on Reeve (2018, pp. 266-267) **9**

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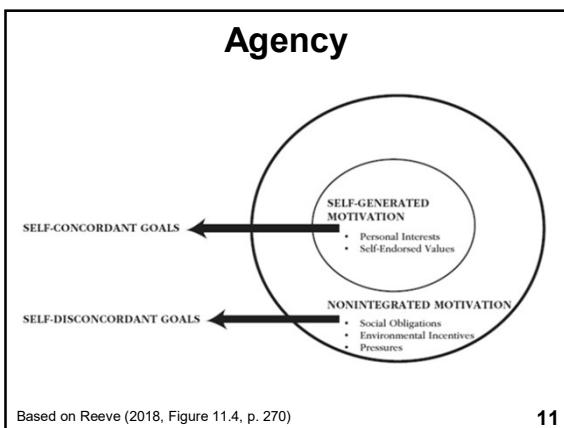
Agency

Self is not just about cognition -
it also drives action and development

- Core self is energised by innate motivation for differentiation and integration.
- Not all self-structures are equally authentic; some reflect the core self, others reflect and reproduce the needs and priorities of society.

Based on Reeve (2018, pp. 268-269) 10

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Intrinsic goals

- Aspirations that are inherently satisfying.
- Pursuit of intrinsic goals gives rise to autonomy, competence, and relatedness need satisfaction.
- Typical intrinsic goals:
 - personal growth
 - relationship growth
 - community contribution

Based on Reeve (2018, pp. 271-272) 12

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Extrinsic goals

- Aspirations that require contingent regard or affirmation from others.
- Pursuit of extrinsic goals veers thoughts and behaviors off in ways which neglects need satisfaction.
- Typical extrinsic goals:
 - Money
 - Fame
 - Popularity

Based on Reeve (2018, pp. 271-272) **13**

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Self-regulation

- Meta-cognitive management of how one's goal pursuit progress is going.
- Involves planning, implementing, monitoring, and evaluating one's cognitive and emotional processes prior to, during, and following the undertaking of tasks.
- Opposite of a *lets-see-what-happens* and *hope-for-the-best* approach.

Based on Reeve (2018, pp. 272-273) **14**

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Self-regulation skills

- Goal-setting
- Monitoring
- Implementing
- Reflecting

Based on Reeve (2018, pp. 273-275) **15**

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Developing effective self-regulation

Typically learned through social processes, including modeling, instruction, and social guidance, such as from a mentor who shows people how to:

- set goals
- make a plan
- identify an effective strategy
- evaluate progress

Based on Reeve (2018, pp. 273-275)

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Self-control

- Capacity to:
 - suppress, restrain, or override impulsive desire, urge, behaviour, or tendency so as to pursue a long-term goal.
 - interrupt tendency toward automatic pilot and short-term attractions and, instead, steer behavior towards long-term goal.
- Will power
- Gets depleted and needs replenishment
- Can be enhanced through practice

Based on Reeve (2018, pp. 275-278)

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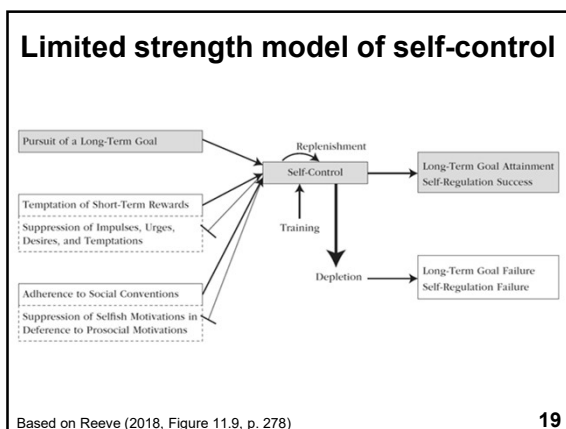
Ego-depletion tasks

- Suppressing impulses
- Managing emotions
- Controlling thoughts
- Focusing attention
- Making decisions and choices
- Impression management
- Emotion labour

Based on Reeve (2018, p. 276)

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Delayed gratification

- Capacity to resist immediate gratification of a short-term attraction for a larger long-term reward
- Helps predict successful life outcomes.

Based on Reeve (2018, pp. 278-279)

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Summary

- "Self" defines, regulates, and communicates to society
- Self-concept is "I am..." (set of self-schemas)
- Possible selves create discrepancy to motivate striving
- Self-regulation involves meta-cognitive monitoring of goal pursuit
- Self-control = willpower, but is a limited resource which gets depleted, so needs replenishment

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References

- Reeve, J. (2015). *Understanding motivation and emotion* (6th ed.). Hoboken, NJ: Wiley.
- Reeve, J. (2018). *Understanding motivation and emotion* (7th ed.). Hoboken, NJ: Wiley.

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