Slide 1

MOTIVATION & EMOTION

Mindsets

James Neill
Centre for Applied Psychology
University of Canberra
2020

1

Slide 2

Mindsets

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

Image source: https://commons.wikimedia.org/wiki/File:Comic-self.svg

2

Slide 3

Outline

- **Mindsets**
- **Deliberative - Implemental**
  - Deliberative mindset
  - Implemental mindset
  - Implications
- **Promotion - Prevention**
  - Promotion mindset
  - Prevention mindset
  - Goal-striving strategies
- **Growth - Fixed**
  - Fixed mindset
  - Growth mindset
  - Achievement goals
- **Consistency - Dissonance**
  - Dissonance-arousing situations
  - Cognitive dissonance
  - Self-perception theory

Based on Reeve (2018, Ch 9, p. 202)

3

Slide 4

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
- Use varies between people

Based on Reeve (2018, p. 203)

4

Slide 5

Mindsets

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

Based on Reeve (2018, p. 203)

5

Slide 6

Mindset 1
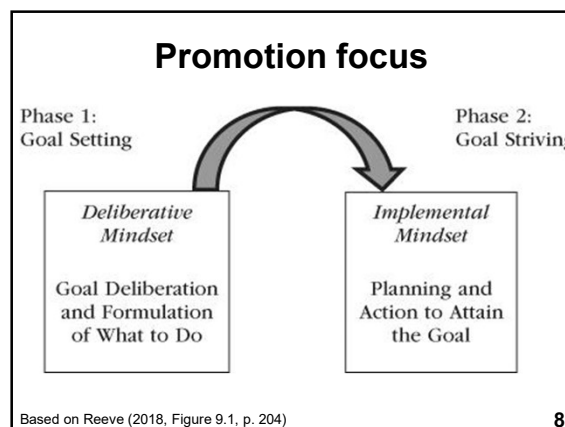
Deliberative

vs.

Implemental

6

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)   7

7

Promotion focus

Phase 1: Goal Setting

Phase 2: Goal Striving

Deliberative Mindset

Goal Deliberation and Formulation of What to Do

Implemental Mindset

Planning and Action to Attain the Goal

Based on Reeve (2018, Figure 9.1, p. 204)   8

8

Deliberative vs. Implemental

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

- What goal should I pursue?
- Should I do this or not?

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

- Closed-minded
- "Let's get this done."

Based on Reeve (2018, Table 9.1, p. 203)   9

9

Implications

■ Different mindsets required 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)   10

10

Mindset 2

Promotion

vs.

Prevention

11

11

Promotion vs. Prevention

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

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

Based on Reeve (2018, Table 9.1, p. 203)   12

12

Promotion mindset

- Focuses on possibility of advancement. Sensitive to positive outcomes and possibilities of gain. Adopts eager behavioural strategy that might be characterised as "just do it."
- Concerned with growth, advancement, and accomplishment. Striving to advance from a neutral state to accomplishing a desire, wish, or ideal. Making good things happen e.g., seek to graduate, develop a new skill, earn extra money, or be supportive of friends.

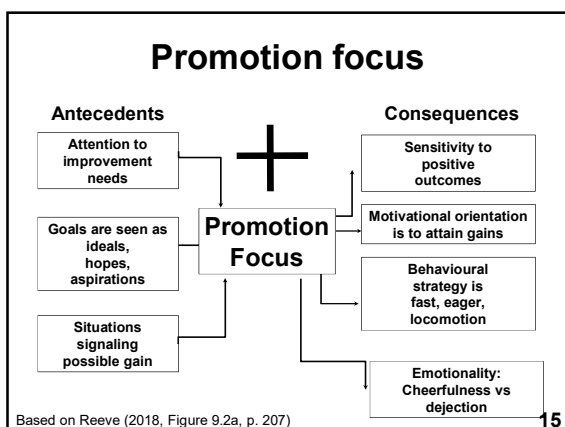Based on Reeve (2018, pp. 207-208)   **13**
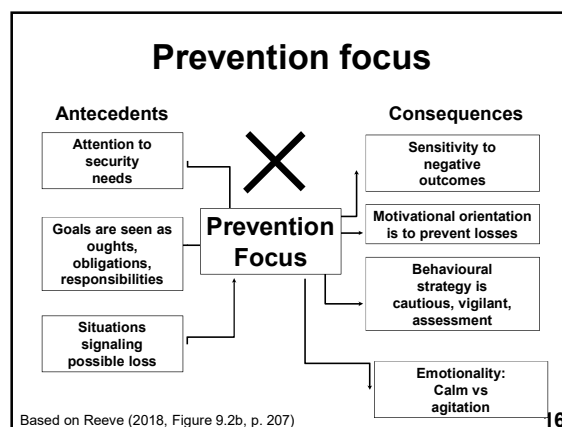
13

Prevention mindset

- Responsibility and duty. Sensitive to negative outcomes, avoiding possibilities of loss. Adopts vigilant behavioural strategy of caution that might be characterised as "do the right thing."
- Safety, security, and responsibility. Striving to prevent failing to do one's duty, meeting obligations, and fulfilling responsibilities. Making sure bad things do not happen e.g., seeking safety and security, to not fail, to not lose money, and to stay in contact with friends.

Based on Reeve (2018, p. 208)   **14**

14

Promotion focus

Based on Reeve (2018, Figure 9.2a, p. 207)   **15**

15

Prevention focus

Based on Reeve (2018, Figure 9.2b, p. 207)   **16**

16

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 (2018, pp. 206-209)   **17**

17

Promotion vs. Prevention

Different goal-striving strategies.

Promotion:
- Gain-based strategy characterised as open-minded, exploring, locomotive, fast, eager approach

Prevention:
- Safety-based strategy characterised as cautious, playing it safe, protecting assets, assessing where one stands, being vigilant

Based on Reeve (2018, pp. 206-209)   **18**

18

Promotion vs. Prevention

Different goal-striving strategies.

Promotion: What feels right:
- Attend all classes
- Complete school work promptly
- Spend more time in the library
- Be prepared for tests
- Increase motivation to earn high GPA

Prevention: What feels right:
- Avoid missing any classes
- Stop procrastinating
- Spend less time at social events
- Avoid being unprepared for tests
- Do not lose motivation to earn high GPA

Based on Reeve (2018, pp. 206-209)   19

19

Promotion vs. Prevention

Different effects of mindset on well-being.

Promotion:
- Effort (motivation, locomotion) and performance are best when the person strives with eagerness and approach rather than with vigilance and avoidance.
- Eager approach leads to feelings of interest, enjoyment, and satisfaction.

Prevention: What feels right:
- Effort (motivation, locomotion) and performance are best when the person strives with vigilance and avoidance rather than with eagerness and approach.
- Cautious vigilance leads to feelings of interest, enjoyment, and satisfaction.

Based on Reeve (2018, pp. 206-209)   20

20

Mindset 3

Growth

vs.

Fixed

21

21

Growth vs. Fixed

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

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

Based on Reeve (2018, Table 9.1, p. 203)   22

22

Fixed mindset

- Personal qualities are fixed:
  "You either have it, or you don't."
  (e.g., some people are smart, creative, or good in mathematics while others are not).
- If you believe you have a high level of an important trait, then you are OK motivationally.
- If you believe you have a low level of an important trait, then you are in trouble motivationally.

Based on Reeve (2018, p. 211)   23

23

Growth mindset

- Personal qualities are changeable - they can grow, increase, strengthen, and otherwise develop over time:
  "The more you try and the more you learn, the better you get"
  (e.g., all people can become smarter, more creative, or talented in mathematics, at least in proportion to their effort, training, and amount of practice).
- How much of a personal quality you have is not important. What is important is how willing you are to work hard to develop that talent.

Based on Reeve (2018, p. 212)   24

24

Growth vs. Fixed

Meaning of effort.

Growth:
- Effort is a tool
- Today's effort before tomorrow's learning and skill
- Means by which people turn on and vitalise the development of their skills and abilities.

Fixed:
- High effort means the performer lacks ability e.g., "The more you try, the dumber you therefore must be."
- If you're not good at something, working hard won't make a difference

Based on Reeve (2018, pp. 211-213)   **25**

25

Origins of growth-fixed mindsets

Ability Praise
"You are so smart!"
Ability Criticism
"I'm very disappointed in you."
Genius Role Models
Tiger Woods was born one-of-a-kind

Tends to Grow Children's:
- Ability Attributions
- Fixed Mindset
- Entity-oriented meaning system

Effort/Strategy Praise
"You worked so hard!"
Effort/Strategy Criticism
"Perhaps you could think of another way to do it."
Work Ethic Role Models
Tiger Woods worked harder than everyone else

Tends to Grow Children's:
- Effort/Strategy Attributions
- Growth Mindset
- Incremental-oriented meaning system

Based on Reeve (2018, pp. 214-215)   **26**

26

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 (2018, pp. 215-218)   **27**

27

Goals and achievement goals

- Goal: What a person is trying to accomplish.
- Achievement goal: What a person is trying to accomplish in an achievement setting.

Based on Reeve (2018, p. 216)   **28**

28

Achievement goal

- A future-focused cognitive representation that guides behaviour to a competence-related end state that the individual is committed to either approach or avoid.

Based on Reeve (2018, p. 216)   **29**

29

Achievement settings

- Performance is measured against a standard of excellence.
- Standard of excellence: a challenge to a person's sense of competence that ends with success/failure (right/wrong; win/lose) e.g., a score on a test or the answer to a question.

Based on Reeve (2018, p. 216)   **30**

30

Essence of achievement goals

■ Facing a standard of excellence creates a sense of competence being put to the test.
■ Fundamental determinant of which type of achievement goal someone adopts is their understanding of what constitutes competence e.g.,
  ■ What do you mean by success?
  ■ How do you know if you are doing well?

31

31

Competence is at the heart of achievement goal theory

■ With a mastery goal orientation, competence is viewed incrementally in reference to self-set standards of excellence.
■ With a performance goal orientation, competence is a characteristic of the privileged few. Thus, being able to demonstrate that one has competence indicates that one is more able than others.

32

32

Performance vs. Mastery

■ Performance goal: The intention to demonstrate competence by doing better than others.
■ Mastery goal: The intention to develop competence by improving, learning, and making progress.

33

33

Achievement goals

Main achievement goals → Mastery goals
- Develop one's competence
- Make progress
- Improve the self
- 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

34

34

Benefits of adopting mastery goals

Adoption of a mastery goal (rather than a performance goal)
- 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

→ Work harder
→ Persist longer
→ Perform better

35

35

Promoting mastery goals

■ Teachers influence the types of achievement goal students adopt.
■ By creating classroom situations that give students purposes (goals) that develop or display competence.

36

36

Avoidance motivation & ill-being

| Fear of failure | → | Performa nce- avoidance goals | → | Low
• Self-esteem
• Personal control
• Vitality
• Life satisfaction
• Psychological well-being |

Based on Reeve (2018, p. 220)

37

37

Mindset 4

Consistency

vs.

Dissonance

38

38

Consistency vs. Dissonance

Near-universal desire to view oneself as a competent, moral, and reasonable person.

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

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

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

39

39

Consistency vs. Dissonance

Dissonance reduction strategies.

- **Dissonant** belief
  - Reduce importance
  - Remove belief
- **Consonant** belief
  - Increase importance
  - Add a new consonant belief

Based on Reeve (2018, pp. 220-222)

40

40

Consistency vs. Dissonance

Dissonance-arousing situations.

Choice	→	Difficult choices may create dissonance.
Insufficient justification	→	Seemingly spontaneous actions undertaken with little or no external prompting then require cognitive justification.
Effort justification	→	Extreme behaviours which require considerable effort breed extreme beliefs in order to justify the effort.
New information	→	As you collect new information, you expose yourself to opportunities to contradict your beliefs.

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

41

41

Consistency vs. Dissonance

Cognitive dissonance process.

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

Based on Reeve (2018, Figure 9.6, p. 224

42

42

Cognitive dissonance vs. self-perception theory

Cognitive Dissonance Theory →	People change their beliefs to reduce a negative motivational-emotional state (i.e., dissonance) →	Applies mostly when people's beliefs are initially clear, Salient, and strong.
Self-Perception Theory →	People change their beliefs through self-observation (*"Saying, or doing, is believing."*) →	Applies mostly when people's beliefs are initially vague, ambiguous, and weak.

Based on Reeve (2018, pp. 224-225)

43

43

Summary

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

44

44

Next lecture

Personal control beliefs
(Ch 10)

45

45

References

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

46

46

8

MOTIVATION & EMOTION

Personal control beliefs

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

James Neill
Centre for Applied Psychology
University of Canberra
2020

1

1

Personal control beliefs

2

Outline

- **Personal control**
  - Keys to success
  - Perceived control
  - Coping with failure
- **Self-efficacy**
  - Sources
  - Effects on behaviour
  - Empowerment
  - Mastery Modeling Program

- **Mastery beliefs**
  - Stress
  - Coping
  - Mastery vs helplessness
- **Learned helplessness**
  - Learning helplessness
  - Components
  - Effects
  - Helplessness and depression
  - Explanatory style
- **Reactance theory**
- **Expectancy-value model**

Based on Reeve (2018, Ch 9, pp. 227-228) **3**

3

What are the keys to success?

Why do some people develop their skills and make a lot of progress in life domains, while others develop their skills less and make little progress?
e.g.,

- School grades
- Relationships
- Work
- Health

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

4

Keys to success:
Expectancy and control

- What are your **expectations** for your future?
  - Will you get the next job you apply for?
  - On a blind date, will 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 are they controlled by luck, fate, or others?
- How do your expectations and perceptions of control affect your:
  - motivation?
  - performance?
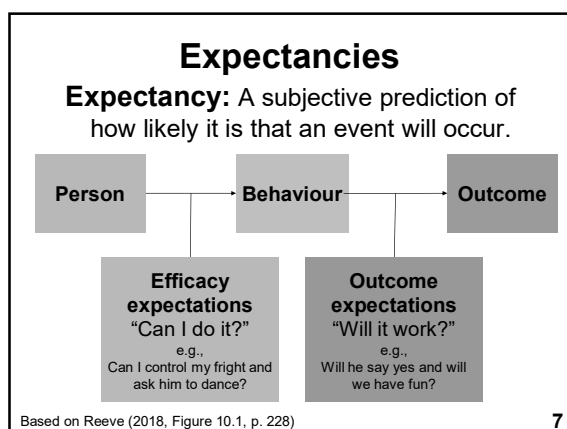
Based on Reeve (2018, p. 228) **5**

5

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.
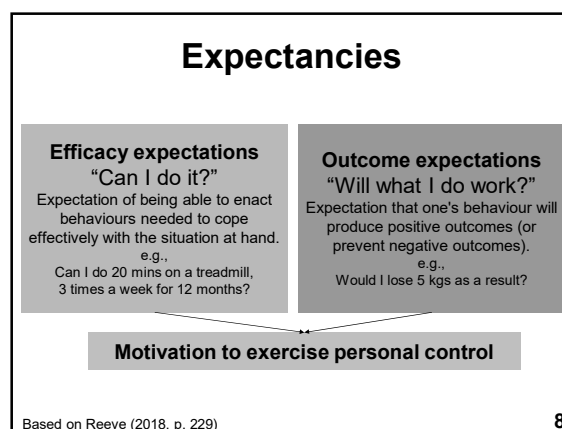
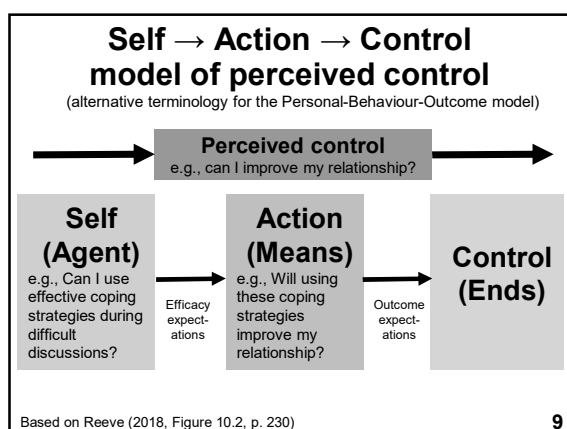Based on Reeve (2018, pp. 228-229) **6**

6

Expectancies

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

Person → Behaviour → Outcome

Efficacy expectations
"Can I do it?"
e.g.,
Can I control my fright and ask him to dance?

Outcome expectations
"Will it work?"
e.g.,
Will he say yes and will we have fun?

Based on Reeve (2018, Figure 10.1, p. 228)   7

7

Expectancies

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

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

Motivation to exercise personal control

Based on Reeve (2018, p. 229)   8

8

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

Perceived control
e.g., can I improve my relationship?

Self (Agent)
e.g., Can I use effective coping strategies during difficult discussions?

Efficacy expect-ations

Action (Means)
e.g., Will using these coping strategies improve my relationship?

Outcome expect-ations

Control (Ends)

Based on Reeve (2018, Figure 10.2, p. 230)   9

9

Perceived control

- Pre-, in-, and post-performance **expectancies** about the extent to which one possesses the capacity needed to attain desired outcomes and to prevent undesired outcomes.
- Beliefs and expectations a person holds that they can interact with the environment in ways that produce desired outcomes and prevent undesired outcomes.

Based on Reeve (2018, p. 229)   10

10

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.

Based on Reeve (2018, p. 229)   11

11

Perceived control

- Basic idea:
  - If the world is predictable and responsive (i.e., potentially controllable), and
  - if you possess skills, exert effort, and utilise constructive strategies,
  - then you can justifiably expect to have control over what matters to you.

Based on Reeve (2018, p. 229)   12

12

Coping with failure

13
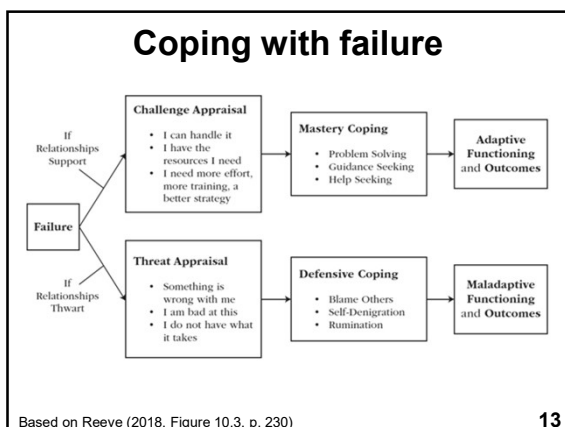
13

Self-efficacy

- Judgement of how well or poorly one will cope with a situation, given the:
  - skills one possesses
  - circumstances one faces
- Capacity to improvise ways to translate personal abilities into effective performance.
- Opposite of self-efficacy is self-doubt.
- Self-efficacy predicts the motivational balance between wanting to give it a try vs. anxiety, doubt, and avoidance.

14

14

Self-efficacy analysis

As you imagine performing a task:
- What do you expect to happen?
- What skills will you need to cope effectively during this task?
- How effective (or ineffective) do you anticipate those skills will be?
- If things go unexpectedly wrong, can you make the necessary corrective adjustments?

15

15

Self-efficacy view on anxiety and avoidance

- **Self-inefficacy causes anxiety and avoidance**:
  Perceived inefficacy in coping with potentially aversive events makes events anxiety-producing and threatening. Fear of being overwhelmed (not being able to cope) causes anxiety.
- **Self-efficacy empowers approach-based motivation**:
  Perceived capacity to cope (i.e., self-efficacy) will eliminate anxiety and avoidance motivations.

16

16

Sources and effects of self-efficacy

image source: http://commons.wikimedia.org/wiki/File:Skier-carving-a-turn.jpg   **17**
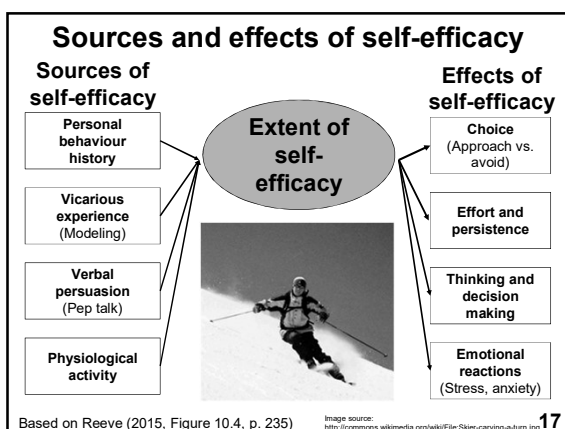
17

Selection of activities

- People continually make choices about what activities to pursue and which environments to spend time in.
- We seek out, approach, and spend time in activities we feel we can cope with or handle (and avoid those we fear might overwhelm our coping capacities).
- When we shun an activity out of self-doubt, we unwittingly participate in an anti-educative process that arrests or retards our development.
- Such avoidance can exert profound, detrimental, and long-term effects on development, as avoidance decisions progressively restrict one's range of activities and settings.

18

18

Effort and persistence

- Learning is fraught with difficulties, obstacles, and setbacks. Difficulties and setbacks leave us vulnerable to doubt.
- Self-doubt leads us to slacken our efforts, settle prematurely on mediocre solutions, or give up altogether.
- In contrast, self-efficacy is a motivational resource that we can fall back on during difficult problems to offset doubt and preserve our effort and persistence.
- Self-efficacy doesn't silence doubt (doubt is a normal, expected emotional reaction to failure). Instead, self-efficacy leads to a quick recovery of self-assurance following such setbacks.

Based on Reeve (2018, pp. 235-236)   **19**

19

Quality of thinking and feeling

- People with high self-efficacy remain clear-headed during stressful episodes, whereas people with doubts think erratically.
- Self-efficacy allows the person to stay task-focused. Self-doubt distracts people away from the task and toward thinking about deficiencies (e.g., "I'm doing poorly; the audience is going to laugh at me").
- Self-efficacy helps keep doubt, anxiety, and distress at bay.
- Self-efficacy perspective is that the root cause of anxiety is low self-efficacy (Bandura, 1983, 1988). To the extent that this is true, any sign of anxiety means that self-efficacy is slipping.

Based on Reeve (2018, pp. 235-236)   **20**

20

Empowerment

Empowerment involves possessing:
- knowledge
- skills
- self-efficacy beliefs

that allow people to exert control over their lives.

Based on Reeve (2018, p. 237)   **21**

21

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) which is based on Ozer and Bandura (1990)   **22**

22

Mastery beliefs

Perceived control over attaining desirable outcomes and preventing aversive ones

Responds to failure by remaining task- and mastery-focused

Based on Reeve (2018, pp. 238-239)
Image source: http://commons.wikimedia.org/wiki/File:Jomopro09-expert-flat-04.jpg

23

Stress and coping

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

24

24

Ways of coping

Way of coping	Illustration
Approach vs. avoidance	Taking action by moving toward and interacting with the problem vs. walking away from the problem
Social vs. solitary	Taking action with a team of others vs. acting alone
Proactive vs. reactive	Taking action to prevent a problem before vs. after it occurs
Direct vs. indirect	Taking action oneself vs. enlisting the help of an intermediary who takes the direct action.
Control vs. escape	Take-charge approach vs. staying clear of the situation
Alloplastic vs. autoplastic	Taking action to change the problem vs. taking action to change one's self
Problem focused vs. emotion focused	Taking action to manage the problem causing the stress vs. regulating one's emotional response to the problem

Based on Reeve (2018, Table 10.1, p. 239) which is based on Skinner et al. (2003) **25**

25

How to make stress your friend
Kelly McGonigal, 2013

TED Talk (12:21 mins) Starts at 1:01; Ends at 13:22

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

26

26

Mastery versus helplessness
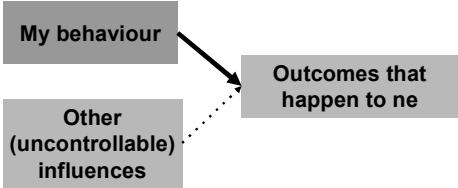
Mastery motivational orientation	Helpless motivational orientation
● Hardy, resistant portrayal of self during encounters of failure	● Fragile view of self during encounters of failure
● Failure feedback can be helpful and constructive information	● Failure feedback is a sign of personal inadequacy

Based on Reeve (2018, pp. 239-240) **27**

27

Mastery orientation

Psychological state that results when an individual expects that life's outcomes are **controllable.**
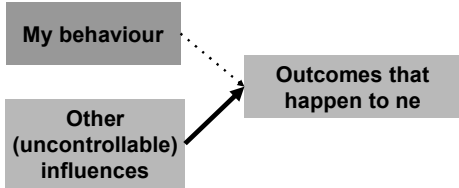
Based on Reeve (2018, Figure 10.5, pp. 240-241) **28**

28

Helpless orientation

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

Based on Reeve (2018, Figure 10.5, pp. 240-241) **29**

29

During failure
(when positive outcomes are hard to gain control over)

Mastery oriented
- Energised by setbacks and failure feedback.
- Improve problem-solving strategies:
  - "I need to try harder."
  - "I need 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."

Helpless oriented
- Effort withdrawal; avoidance in the face of setbacks, failure feedback.
- Immature problem-solving strategies:
  - Wild guesses
  - Acting silly
- Focus: Negative emotionality, punishing aspects of failure.
- Failure means: "I am not very smart; I'm not good at this."

Based on Reeve (2018, pp. 239-240) **30**

30

Learned helplessness

- When an individual perceives that events and outcomes in the environment are uncontrollable.
- Helplessness: Perception of behaviour-outcome non-contingency.
- Mastery: Perception of strong behaviour-outcome contingency.

Based on Reeve (2018, pp. 240-241)   **31**

31

Learned helplessness
Seligman and Maier experiment

How helplessness is learnt

Based on Reeve (2009, p. 246)

Figure 9.5 Apparatus Used in the Seligman and Maier Experiment on Learned Helplessness

32

Learned helplessness

Results of a prototypical learned helplessness study

Experimental Condition	Phase 1	Phase 2	Results
INESCAPABLE SHOCK	Received shock, no coping response could terminate the shock	Received an escapable shock	Failed to escape from the shock
ESCAPABLE SHOCK	Received shock, pressing nose against button could terminate shock	Received an escapable shock	Quickly learned to escape shock by jumping over barrier
CONTROL, NO SHOCK	Received no shock	Received an escapable shock	Quickly learned to escape shock by jumping over barrier

Based on Reeve (2018, Table 10.2, p. 242) which is based on Seligman & Meier (1967)   **33**

33

Learned helplessness study with humans

Authentic feedback
(Controllable problem)

vs.

Random and bogus feedback
(Uncontrollable problem)

Figure 9.6   Sample of a Problem Used in the Study of Learned Helplessness with Humans

Source: From "An Analysis of Learned Helplessness: Continuous Changes in Performance, Strategy, and Achievement Cognitions Following Failure," by C. I. Diener and C. S. Dweck, 1978, Journal of Personality and Social Psychology, 36, pp. 451–462. Copyright 1978 by the American Psychological Association. Reprinted with permission.

Based on Reeve (2015, Figure 10.5, p. 287)

34

Components of learned helplessness

Contingency	**Cognition**	**Behaviour**
Objective relationship between a person's behaviour and the environment's outcomes (range: 0 to 1)	• Subjective personal control beliefs • Biases • Attributions • Expectancies	Listless, demoralised coping behaviour

Based on Reeve (2018, p. 243)   **35**

35

Effects of helplessness

Motivat-ional deficits	**Learning deficits**	**Emotional deficits**
Decreased willingness to try: "Why try?"	Pessimistic mindset that interferes with one's ability to learn new response-outcome contingencies	Energy-depleting emotions (e.g., listlessness, apathy, depression)

Based on Reeve (2018, pp. 243-245)   **36**

36

Image source: https://www.amazon.com/Positive-Illusions-Shelley-Taylor/dp/0465060536
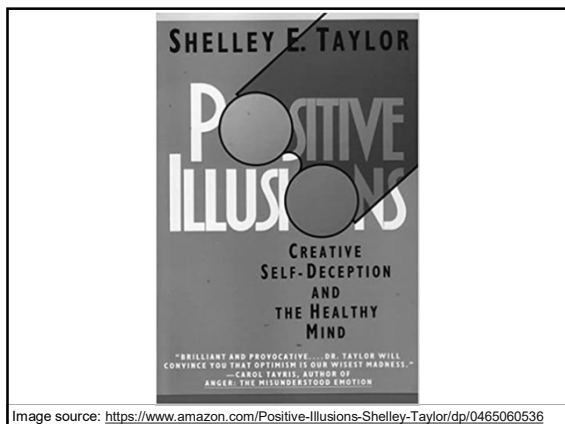
37

Explanatory style

Relatively stable cognitively-based personality variable that reflects the habitual way people explain why bad events happen to them.

Optimistic
explanatory style
- Explain bad events with attributions that are unstable and controllable
- "I wrecked my car because I wasn't paying attention at that moment."

Pessimistic
explanatory style
- Explain bad events with attributions that are stable and uncontrollable
- "I wrecked my car because there are nothing but crazy lunatics driving the streets."

Based on Reeve (2018, pp. 246-248)   **38**

38

Explanatory style

Optimistic
explanatory style
- Related to the self-serving bias of an illusion of control which contributes to enhancing self-esteem and promoting an optimistic view of the future.

Pessimistic
explanatory style
- Associated with academic failure, social distress, impaired job performance, and depression.

Based on Reeve (2018, pp. 246-248) **39**

39

Explanatory style

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

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

40

Reactance theory

Reactance
- Psychological and behavioural attempt at reestablishing ("reacting" against) a threatened freedom.
- e.g., a boss micro-manages employees - so the employees react to reassert their autonomy by engaging in defiant behaviours

Based on Reeve (2018, pp. 248-250)   **41**

41

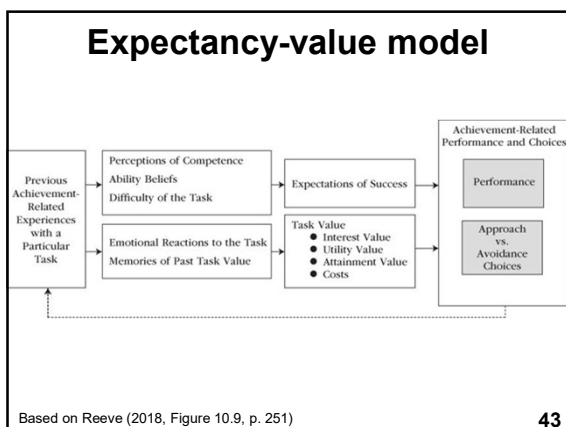## Integration of reactance theory and the learned helplessness model

42

7

Expectancy-value model

Based on Reeve (2018, Figure 10.9, p. 251)

43

43

Summary

- Expectancies - Efficacy and outcome
- Self-efficacy vs. doubt
- Mastery vs helpless orientation
- Optimistic vs. pessimistic explanatory style
- Reactance theory

44

44

Next lecture

The self and its strivings
(Ch 11)

45

45

References

- Bandura, A. (1983). Self-efficacy mechanisms of anticipated fears and calamities. Journal of *Personality and Social Psychology*, *45*, 464-469.
- Bandura, A. (1988). Self-efficacy conception of anxiety. *Anxiety Research*, *1*, 77-98.
- Ozer, E. M., & Bandura, A. (1990). Mechanisms governing empowerment effects: A self-efficacy analysis. *Journal of Personality and Social Psychology*, *58*, 472-486.
- Reeve, J. (2009). *Understanding motivation and emotion* (5th ed.). Hoboken, NJ: Wiley.
- Reeve, J. (2015). *Understanding motivation and emotion* (6th ed.). Hoboken, NJ: Wiley.
- Reeve, J. (2018). *Understanding motivation and emotion* (7th ed.). Hoboken, NJ: Wiley.

46

46

Slide 1

MOTIVATION & EMOTION

The self and its strivings

Image source: http://commons.wikimedia.org/wiki/File:De_mulieribus_claris_-_Marcia.png

James Neill
Centre for Applied Psychology
University of Canberra
2020

1

Slide 2

The self & its strivings

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

2

Slide 3

Outline

- The self
- Self-concept
  - Self-schemas
  - Possible selves
  - Self-concept change
  - Possible selves
- Identity
- Agency
- Self-regulation
  - Developing self-regulation
  - Self-control

Based on Reeve (2018, p. 255)

3

Slide 4

Problems or strivings of the self

- Define or create the self
- Manage or regulate the self
- Discover & develop personal potential
- Relate the self to society

Based on Reeve (2018, p. 256)

4

Slide 5

Self-concept (cognitive structure)

- Set of beliefs an individual uses to conceptualise their self e.g., "I am...." (self-descriptions)
- Collection of domain-specific self-schemas
- Reflects the way the self is differentiated and articulated in memory

Based on Reeve (2018, p. 259)

5

Slide 6

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.

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

6

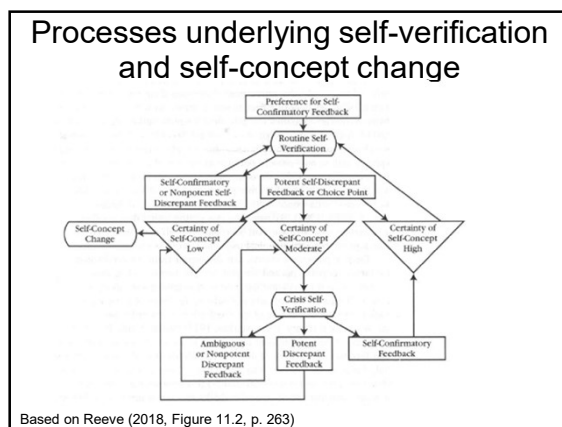## Motivational properties of self-schemas

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)

7

7

Processes underlying self-verification and self-concept change

Based on Reeve (2018, Figure 11.2, p. 263)

8

8

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.

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

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

9

9

Identity (social relationship)

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

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

10

10

Agency

Self is not just 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)

11

11

Intrinsic goals

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

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

12

12

2

Extrinsic goals

- Aspirations and pursuits that require contingent regard or affirmation from others.
- Pursuit veers thoughts and behaviors off in ways which neglects need satisfaction.
- Typical goals: Money, fame, fortune, popularity, celebrity status.

13

13

Self-regulation

- Planning, implementing, monitoring, and evaluating of one's cognitive and emotional processes prior to and during the undertaking of tasks.
- Opposite is a reactive, lets-see-what-happens and hope-for-the-best approach.

14

14

Self-regulation

Meta-cognitive monitoring of how goal setting and striving progress is going.

Figure 8.4 Cyclical Phases of Self-Regulation

15

Some people are better at self-regulating than others

- Goal-setting
- Monitoring
- Implementing
- Reflecting

16

16

Developing effective self-regulation

- Effective self-regulation involves the capacity to carry out the full goal-setting process on one's own.
- Typically learn 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, and evaluate progress within the goal-setting process.

17

17

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, to steer behavior towards long-term goal.
- It is "will power".
- Gets depleted and needs replenishment.
- Can be enhanced through practice.

18

18

Ego-depletion tasks

- Suppressing impulses, urges, desires
- Managing and suppressing emotions
- Controlling and suppressing thoughts
- Controlling and fixing attention
- Making decisions and lots of choices
- Impression management
- Being kind to and dealing with difficult, demanding people (emotion labour)

Based on Reeve (2018, p. 276)

19

19

Limited strength model of self-control

Based on Reeve (2018, Figure 11.9, p. 278)

20
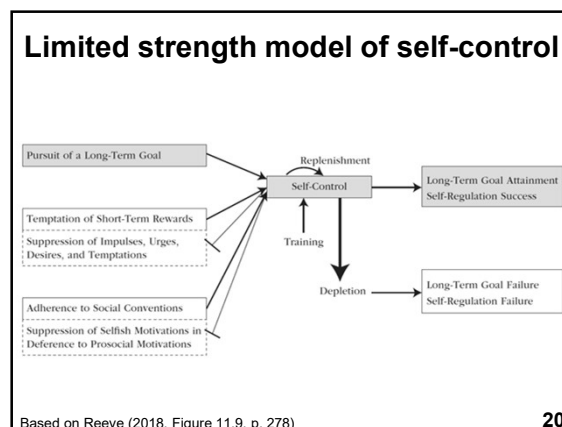
20

Benefits of delayed gratification

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

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

21

21

Don't eat the marshmallow!
Joachim de Posada, 2009

TED Talk (5:36 mins)

http://www.ted.com/talks/joachim_de_posada_says_don_t_eat_the_marshmallow_yet

22

22

Summary

- Self defines, regulates, and communicates to society
- Self-concept is "I am…" (set of self-schema)
- 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

23

23

Next lecture

Nature of emotion
(Ch 12)

24

24

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.

25

25