


MOTIVATION & EMOTION

## Implicit motives



**Reading:**  
Reeve (2018)  
Ch 7  
(pp. 152-178)

**James Neill**  
Centre for Applied Psychology  
University of Canberra  
2021

Image source 1

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### Outline

- Implicit motives
- Achievement
  - Origins
  - Atkinson's model
  - Dynamics-of-action model
  - Conditions
- Affiliation
  - Duality
  - Conditions
- Power
  - Conditions
  - Pros and cons
  - Leadership pattern
- Summary

Based on Reeve (2018, p. 152)

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### Implicit vs. explicit motives

Implicit	Explicit
Unconscious	Conscious
Can't self-report	Can self-report

Based on Reeve (2018, p. 154)

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**Implicit motives**

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

Based on Reeve (2018, p. 154) 4

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**Implicit motives**

- **Achievement**  
Doing something well to show personal competence
- **Affiliation**  
Pleasing others to gain their approval
- **Power**  
Having impact on others

Based on Reeve (2018, pp. 154-157) 5

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**David McClelland and  
Three Motivational Needs**  
Mike Clayton

**Management Courses (8:12 mins)**

<https://www.youtube.com/watch?v=ukNHGE3pPcA>



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**What is your motivational profile?**

Once you've watched the video, respond to this 3-question survey:

<https://forms.gle/4wMH8nwf9JyiCosJ7>

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**Implicit motives**

- People often don't know what makes them happy because their implicit motives are unconscious.
  - What experiences make you feel strong, fulfilled, happy, and satisfied?  
→ your implicit motivation profile
  - What experiences make another person show strong positive emotions?  
→ their implicit motivation profile
- Use this knowledge to understand yourself and others.

Based on Reeve (2018, pp. 158)

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**What does a person with a specific social incentive "need"?**

- A particular pattern of affect or emotion.
- **Achievement** = "Needs" to experience strong interest, enthusiasm, joy, and pride while engaging in a challenging task.
- **Affiliation** = "Needs" to experience positive affect and emotions while engaging in social relations.
- **Power** = "Needs" to experience positive affect and emotions when given an opportunity for social impact.

Based on Reeve (2018, p. 158)

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### Where do implicit motives come from?

- Dormant until we encounter potentially need-satisfying incentives that activate patterns of positive emotionality.
- People learn to anticipate social incentives:
  - If an experience/situation produces positive emotions (e.g., interest, joy, pride), then it becomes associated with positive emotion, leading to an emotion-based preference for the experience/situation.
  - If an experience/situational produces negative emotions (e.g., anxiety, shame) then no emotion-based preference for the experience/situation develops.
- People gravitate toward environments that activate and satisfy their implicit motives.
- Anticipation of positive emotion from an experience/situation creates the implicit motive.

Based on Reeve (2018, pp. 157-158)

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### Need for achievement

Desire to do well relative to a standard of excellence

**Standard of excellence:** Any challenge to a person's sense of competence that ends with an objective outcome of success vs. failure, win vs. lose, or right vs. wrong.

Who do you think exemplifies this need?

Based on Reeve (2018, p. 159)

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### High vs. low-need achiever

- High nAch =
  - ↑ approach-oriented emotion
  - ↓ avoidance-oriented emotion
- Low nAch
  - ↓ approach-oriented emotion
  - ↑ avoidance-oriented emotion
- Creates differences in choice, latency, effort, persistence, and willingness to take personal responsibility for successes and failures

Based on Reeve (2018, p. 159)

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### Encounter with a standard of excellence

<p><b>Hope for success</b> Person anticipates positive goal attainment and positive emotions like hope and pride.</p>	<p><b>Fear of failure</b> Person anticipates negative goal attainment and negative emotions like anxiety and shame.</p>
<p><b>Active approach</b> Approach behaviors and desire for mastery of the standard.</p>	<p><b>Passive approach</b> Avoidance behaviors and a desire to protect the self from embarrassment.</p>

Based on Reeve (2018, Based on Figure 7.1, p. 160) 13

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### Satisfying pattern of positive emotion/affect experienced by a person with a high need for achievement

Feel:

- excited and energised by standards of excellence and when evaluating one's performance against personal standards
- interest, joy, arousal, excitement, and a sense of opportunity when given a difficult challenge that offers immediate diagnostic feedback about performance
- happy when pursuing goals such as winning, diagnosing personal competence, and improving the self

Based on Reeve (2018, pp. 158) 14

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### Atkinson's expectancy x value model of achievement behaviour

<b>Tendency to achieve (Ta)</b>	<b>Tendency to approach success (Ts)</b>	<b>Tendency to avoid failure (Taf)</b>
<b>Ta =</b>	$(Ms \times Ps \times Is)$	$(Maf \times Pf \times If)$
	<ul style="list-style-type: none"> <li>Ms: Motive to success</li> <li>Ps: Perceived probability of success</li> <li>Is: Incentive value of success</li> </ul>	<ul style="list-style-type: none"> <li>Maf: Motive to avoid failure</li> <li>Pf: Perceived probability of failure (1- Ps)</li> <li>If: Negative incentive value for failure (1- Is)</li> </ul>

Based on Reeve (2018, pp. 161-162) 15

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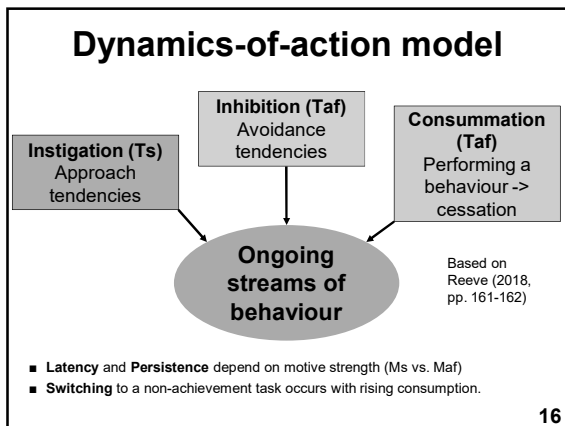
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### Origins of the need for achievement

- Socialisation:
  - Independence training, high performance aspirations, realistic and explicit standards of excellence, high ability self-concepts, valuing of achievement-related pursuits, a wide scope of experiences such as travelling, exposure to children's reading rich in achievement imagery, etc.
- Developmental:
  - Achievement-related beliefs, values, and emotions show predictable developmental patterns
  - Pride following success experiences fuels high achievement strivings
  - Shame following failure experiences fuels low achievement strivings.

Based on Reeve (2018, p. 160)

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### Conditions that involve & satisfy the need for achievement

- Moderately difficult tasks
- Competition
- Entrepreneurship

Based on Reeve (2018, pp. 165-166)

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**Affiliation**

Need for approval,  
acceptance, and security  
in interpersonal relations

Manifests as **dual motives** for:

- affiliation (deficiency-oriented)
- intimacy (growth-oriented)

Who do you think exemplifies this need?

Based on Reeve (2018, p. 166) **19**

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**Satisfying pattern of positive emotion/affect  
experienced by a person with a  
high need for affiliation**

Feel:

- calmness accompanied by warm, positive affect in situations that offer comfort and interpersonal security
- happy when pursuing activities such as cuddling or just relaxing with a close friend.
- experience satisfying joy when in close contact with others and when forming and maintaining positive personal relationships.

Based on Reeve (2018, pp. 158) **20**

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**Profile of high affiliation motivation**

- **Fear and anxiety:**
  - Desire to affiliate for emotional and support and to see how others handle fear and anxiety.
- **Establishing interpersonal networks:**
  - Spend time interacting with others, join social groups, and establish stable and long-lasting relationships.
- **Maintaining interpersonal networks:**
  - Strive to maintain relationships.

Based on Reeve (2018, pp. 167-168) **21**

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**Conditions that involve & satisfy affiliation and intimacy needs**

Condition	Affiliation need Deficiency-oriented motive	Intimacy need Growth-oriented motive
<b>Need-involving condition</b>	Deprivation from social interaction: Social isolation and fear	Interpersonal caring, warmth, and love
<b>Need-satisfying condition</b>	Social acceptance, approval, and reassurance	Relatedness within warm, close, reciprocal & enduring relationships

Based on Reeve (2018, pp. 167-168) **22**

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**Profile of high intimacy motivation**

Category	Description
<b>Thoughts</b>	Of friends, of relationships
<b>Story themes</b>	Relationships produce positive affect, reciprocal dialogue, and expressions of commitment, union, and interpersonal harmony
<b>Interaction style</b>	Self-disclosure; intense listening habits; many conversations.
<b>Autobiography</b>	Themes of love and dialogue are mentioned as personally significant life experiences
<b>Peer rating</b>	Rated as warm, loving, sincere, nondominant
<b>Memory</b>	Enhanced recall with stories involving themes of interpersonal interactions

Based on Reeve (2018, Table 7.2, p. 166) **23**

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**Profile of high intimacy motivation**

- **Thoughts:** Of friends and relationships.
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- **Autobiography:** Themes of love and dialogue are mentioned as personally significant life experiences.
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- **Memory:** Enhanced recall with stories involving themes of interpersonal interactions

Based on Reeve (2018, Table 7.2, p. 166) **24**

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**Power**

Need to have impact, control, and/or influence over others.

Power strivings often centre on a need for dominance, reputation, status, or position.

Who do you think exemplifies this need?

Based on Reeve (2018, p. 169) **25**

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

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

Based on Reeve (2018, pp. 169-170) **26**

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**Power and goal pursuit**

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

Based on Reeve (2018, pp. 169-170) **27**

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**Satisfying pattern of positive emotion/affect experienced by a person with a high need for power**

Feel:

- strong, sharp arousal spikes that generate a burst of epinephrine, testosterone, and increased blood pressure and muscle tone.
- happy when pursuing activities such as riding a roller coaster and making a persuasive speech in front of a large audience.
- strong and empowered during social influence attempts, when attaining high social status, when in a position of leadership, and when dominating and directing others.

Based on Reeve (2018, pp. 158) 28

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**Pros and cons of the implicit need for power**

- Pros: Increased goal pursuit:
  - Laser-like focus on goals
  - Increased approach tendencies
- Cons: Decreased perspective taking
  - Lack of empathy
  - Tendency to relate to others as a means to an end

Based on Reeve (2018, pp. 172-173) 29

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**Leadership motive pattern**

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

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

Based on Reeve (2018, pp. 172-173) 30

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### Summary

**Implicit motives** are enduring, unconscious needs that motivate striving for incentives which are learned or acquired through experience and socialisation:

- Achievement
- Affiliation and intimacy
- Power

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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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**MOTIVATION & EMOTION**

## Goal-setting & goal-striving



**Reading:**  
Reeve (2018)  
Ch 8  
(pp. 179-201)

**James Neill**  
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2021

Image source  
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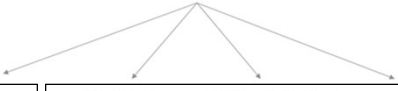
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## Cognitively-based springs to action



Goals Ch 8	Mindsets Ch 9	Personal Control Ch 10	Self Ch 11
<ul style="list-style-type: none"> <li>• Plans</li> <li>• Goals</li> <li>• Implementation Intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberative vs. Implementation</li> <li>• Promotion vs. Prevention</li> <li>• Growth vs. Fixed</li> <li>• Dissonance</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Efficacy</li> <li>• Perceived Control</li> <li>• Mastery Beliefs</li> <li>• Attributions</li> <li>• Expectancy</li> <li>• Value</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Concept</li> <li>• Possible Selves</li> <li>• Identity</li> <li>• Self-Regulation</li> <li>• Self-Control</li> </ul>
<b>This lecture</b>	<b>Next lecture: Lecture 06</b>		

Based on Reeve (2018, pp.180-181)

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## Outline

<ul style="list-style-type: none"> <li>■ Plans                             <ul style="list-style-type: none"> <li>■ T-O-T-O</li> <li>■ Discrepancy</li> <li>■ Corrective motivation</li> <li>■ Affective feedback</li> </ul> </li> <li>■ Goal setting                             <ul style="list-style-type: none"> <li>■ Mechanisms</li> <li>■ Feedback</li> <li>■ Long-term goals</li> <li>■ Dangers &amp; pitfalls</li> <li>■ Where do goals come from?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Goal striving</li> <li>■ Goal disengagement</li> <li>■ Summary</li> </ul>
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Based on Reeve (2018, p. 179)

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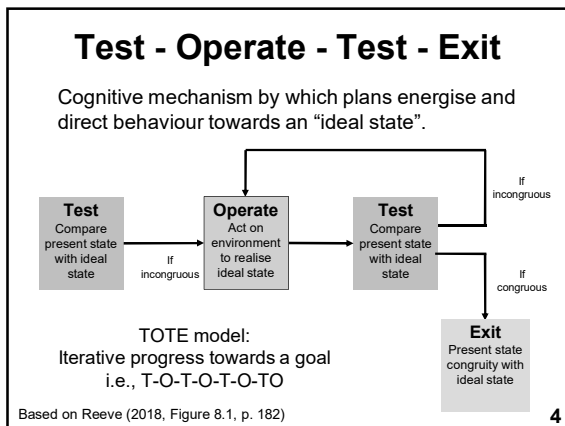
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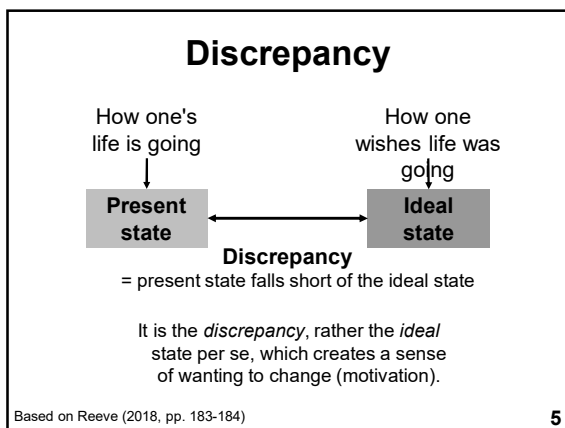
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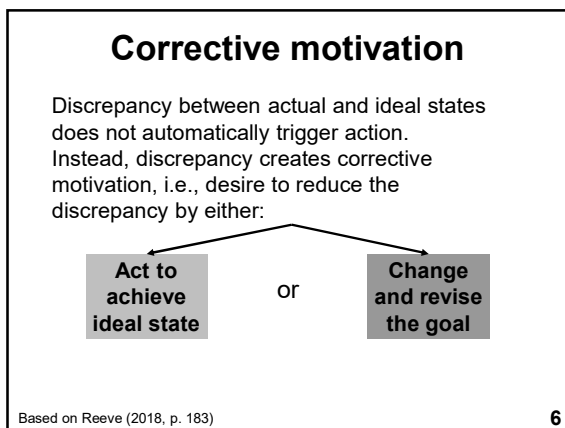
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### Affective feedback

Affective responses provide informational feedback to guide corrective action and energise action:

- Good progress → positive affect
- Poor progress → negative affect

Based on Reeve (2018, p. 184) 7

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### Affective feedback

<p>Person is making <i>satisfactory</i> progress toward reducing the Present state—Ideal State discrepancy</p>	→	<p><b>Positive Emotions</b></p> <ul style="list-style-type: none"> <li>• Hope</li> <li>• Excitement</li> <li>• Eagerness</li> <li>• Enthusiasm</li> </ul>
<p>If the rate of progress is <i>much better than anticipated</i></p>	→	<p><b>Positive Emotions</b></p> <ul style="list-style-type: none"> <li>• Joy, Delight, Bliss</li> </ul>
<p>Person is making <i>unsatisfactory</i> progress toward reducing the Present state—Ideal State discrepancy</p>		<p><b>Negative Emotions</b></p>
<p>Progress is <i>worse</i> than what is needed</p>	→	<ul style="list-style-type: none"> <li>• Frustration</li> </ul>
<p>Progress is <i>much worse</i></p>	→	<ul style="list-style-type: none"> <li>• Discouragement</li> </ul>
<p>Progress is <i>much, much worse</i></p>	→	<ul style="list-style-type: none"> <li>• Sadness</li> </ul>
<p>Progress is <i>much, much, much worse</i></p>	→	<ul style="list-style-type: none"> <li>• Depression</li> </ul>

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### Types of discrepancy

<p><b>Discrepancy reduction</b> Discrepancy-detecting <b>feedback</b> underlies plans and corrective motivation.</p> <ul style="list-style-type: none"> <li>• plan-based corrective motivation</li> <li>• reactive, overcoming deficiency</li> <li>• revolves around a "feedback" system</li> </ul>	<p><b>Discrepancy creation</b> <b>Feed-forward</b> system which looks forward and proactively sets a future, higher goal.</p> <ul style="list-style-type: none"> <li>• goal-setting motivation</li> <li>• proactive, growth pursuing</li> <li>• revolves around a "feed-forward" system</li> </ul>
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Based on Reeve (2018, p. 185) 9

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**Goal**

- What an individual is striving to accomplish.
- Future-focused cognitive representation of a desired end-state that guides behaviour.

Based on Reeve (2018, p. 186) 10

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**Goal setting**

- **Standard:** definition of adequate performance
  - Goals are reference points for guiding action so that one can evaluate the adequacy for one's performance.
  - Goals define the cross-over point between satisfaction and dissatisfaction.
- **Incentive:** performance criterion for reinforcement
  - A target to aim for - usually an external object to aim for such as money or a high grade.

Based on Reeve (2018, p. 186) 11

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**Goal mechanisms**

- **Difficulty:** How hard the goal is to accomplish
- **Specificity:** How clearly the goal informs the person precisely what he or she is to do.
- **Congruence:** How fully endorsed, authentic, and whole-heartedly accepted, embraced, and owned by the self.

Based on Reeve (2018, pp. 186-187) 12

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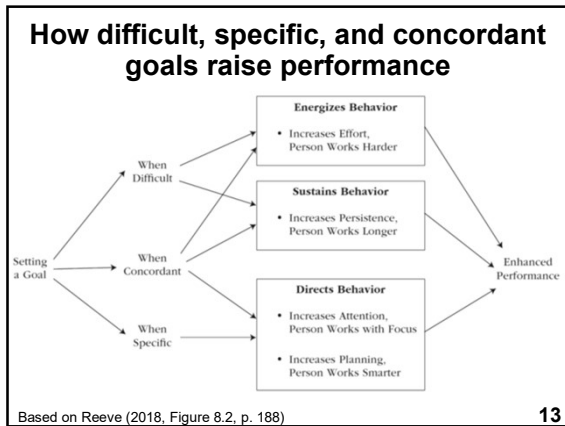
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- ### Feedback
- Vital for goal attainment
  - Provides knowledge of results and documents performer's progress towards goal attainment
  - Defines performance against a standard
    - Above standard
    - At standard
    - Below standard
  - Acts as a reinforcer or punisher
- Based on Reeve (2018, pp. 189-190)

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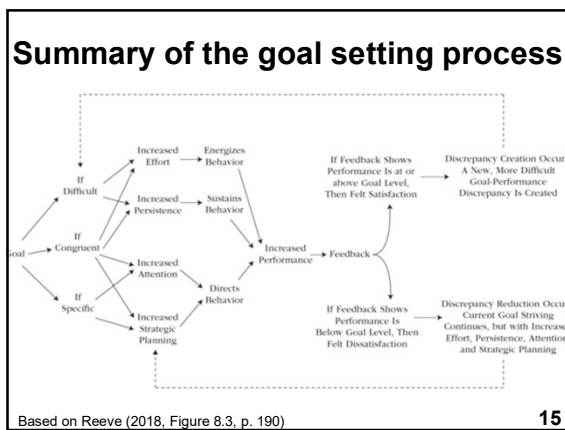
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**Long-term goals**

- Long period of time during which performance goes unreinforced → ↓ goal commitment, esp. if goal is uninteresting
- Solution: Translate LTG into a series of short-term goals e.g.,
  - LTG: Become a psychologist
  - STG: Pass Exam X

Based on Reeve (2018, pp. 190-192) 16

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**Dangers and pitfalls of goal setting**

- Stress
- Potential for failure
- Non-goal areas ignored
- Short-range thinking
- Cheating
- Undermine intrinsic motivation

Based on Reeve (2018, p. 190) 17

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**Where do goals come from?**

Others assign us a goal

Self-efficacy beliefs

Value of the end-state

Personality traits

Physiological needs

Psychological needs

Role models

Adoption of a Goal to Strive for

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**Locke and Latham's Goal Setting Theory Mind Tools**

**YouTube (1:35 mins)**

<https://www.youtube.com/embed/dWQzHyjCno?start=6&end=95>



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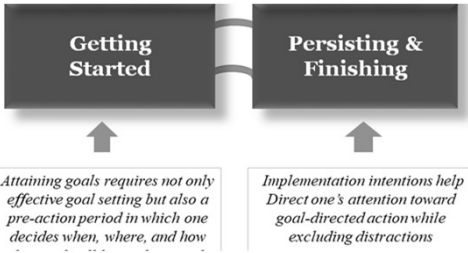
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**Goal pursuit**



Based on Reeve (2018, pp. 194-196) 20

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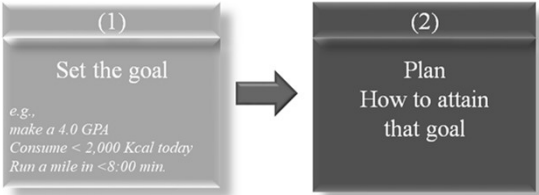
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**Goal setting & goal striving**



Based on Reeve (2018, pp. 194-196) 21

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**Goal setting**

- Identify objective to be accomplished
- Determine goal difficulty
- Clarify goal specificity
- Ask why you are pursuing this goal (clarify goal-self concordance)
- Specify how and when performance will be assessed.

Based on Reeve (2018, pp. 194-196) **22**

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**Goal striving**

- Identify goal-attainment strategies
- Create “if-then” implementation intentions
- Make performance feedback available

Based on Reeve (2018, pp. 194-196) **23**

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**Failed goal striving**

- Was the goal:
  - Difficult?
  - Specific?
  - Self-concordant?
- Was there failure to act?

Based on Reeve (2018, pp. 194-196) **24**

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**Implementation intentions**

- “If-then” plans specify the goal striving process. Decides when, where, and how goal-striving is to occur.
- *If X, then Y.* Decide in advance that when X happens, then I will automatically do Y.
- Implementation intentions close the door on volitional problems such as “Should I do it?” “Do I feel like it?” “Maybe I should do something else?”
- Important that goal striving happen without deliberation or decision-making.

Based on Reeve (2018, pp. 194-196) **25**

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**Implementation intentions**

- **Goal intention:** Set the goal.  
*I intend to X.*
- **Implementation intention:** Strive to accomplish that goal.  
*I intend to practice at this time, in this place, and by doing this.*
- Examples:
  - “At 2:00 pm, I will \_\_\_\_\_.”
  - “When I see the escalator, I will walk up the stairs.
  - “When I walk into my classroom of 4th graders, I will say to myself “I can do it.”

Based on Reeve (2018, pp. 194-196) **26**

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**If-then plan**

For a person on a diet:

- If I see cookies at the grocery store, then I will ignore them.
- If I go to a restaurant, then I will ask the waiter “What is a healthy choice on your menu?”
- If I get hungry in the evening, then I will eat carrots.
- If it is after 10:00 pm, then I will not eat any more food.

Based on Reeve (2018, pp. 194-196) **27**

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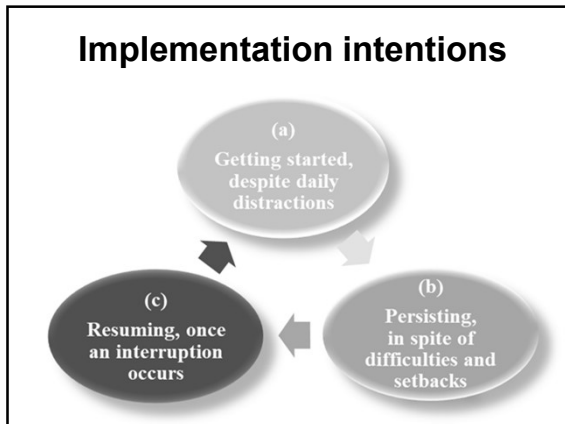
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### Implementation intentions

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**Getting Started**  
If it is Sunday afternoon, then I will go to the gym.  
If it is April 1st, then I will complete my tax form.

**Staying on Track (Avoiding Temptations, Avoiding Distractions)**  
If I see that the television is on, then I will ignore it.  
If new emails pop up in my inbox, then I will ignore them.

**Resuming, after an Interruption**  
After someone drops by to chat, then I will immediately get back to work.  
After I end a phone conversation, then the first thing I will do is get back to my term paper.

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Based on Reeve (2018, pp. 194-196) **29**

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### Solving volitional problems: Getting started

- Goal striving is a habit for many people. When goal striving is not part of one's routine, it is easy for forget to take action.
- Implementation intentions make sure the person does not miss a good opportunity to act.
- People fail to act because short-term temptations win the motivational competition vs. long-term goals.
- Implementations intentions get ahead of the short- vs. long-term motivational conflict by making acting for long-term benefits automatic.

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Based on Reeve (2018, pp. 197-198) **30**

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**Solving volitional problems:  
Staying on track**

- During goal striving, people encounter difficult circumstances, distractions, and demands.
- Implementation intentions shield goal striving from potential derailment.
  - "If there is a distraction, I will ignore it."
  - "If I am tempted to do X, I will ignore it."
- Implementation intentions create a closed-mindedness that narrows one's field of attention to include goal-directed action and to exclude distractions.

Based on Reeve (2018, pp. 197-198) **31**

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**Solving volitional problems:  
Resuming after interruption**

- Implementation intentions help people finish up uncompleted goals.
  - "If I am interrupted, I will immediately return to my work."
  - "If my friend stops by to chat, after he leaves I will immediately return back to my work."

Based on Reeve (2018, pp. 197-198) **32**

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**Steps in an effective goal setting program**

*Sequential Steps within the Goal-Setting Process*

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graph LR; A[Specify the objective to be accomplished.] --> B[Define goal difficulty.]; B --> C[Define goal specificity.]; C --> D[Specify the time span until performance will be assessed.]; D --> E[Check on goal acceptance.]; E --> F[Discuss goal attainment strategies.]; F --> G[Create implementation intentions.]; G --> H[Provide performance feedback.];
```

*Sequential Steps within the Goal-Striving Process*

Based on Reeve (2018, pp. 197-198) **33**

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<b>Steps in an effective goal setting program</b>	
<b>Steps in Goal Setting</b>	<b>Classroom Example</b>
<ul style="list-style-type: none"> <li>• Specify the objective to be accomplished.</li> <li>• Facilitate self-concordance.</li> <li>• Define goal difficulty.</li> <li>• Define goal specificity.</li> <li>• Specify time span until performance will be assessed.</li> <li>• Discuss goal attainment strategies.</li> <li>• Create implementation intentions.</li> <li>• Provide performance feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Today in our biology class, we are going to learn the parts of the cell.</li> <li>• To appreciate how important the cell is, let's watch this videotape.</li> <li>• Try to learn all 8 parts, not some; all 8 parts.</li> <li>• Be able to locate, spell, and pronounce each part.</li> <li>• Next Monday, we will have a test to see how many parts you know.</li> <li>• You might make your own drawings, or look at those in the text, or work with a partner and quiz each other.</li> <li>• Today (Thursday), use your time to learn 4 parts; tomorrow learn the other 4.</li> <li>• In 30 minutes, I'll hand out a practice quiz that you can use to test your progress.</li> </ul>

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<b>Goal disengagement</b>
<ul style="list-style-type: none"> <li>■ Knowing when to stop and abandon a goal (e.g., if it is unattainable or a more important, incompatible goal is adopted).</li> <li>■ Ill-advised goal striving can make the goal striver vulnerable to failure feedback and psychological distress.</li> <li>■ "When one door closes, another door opens; but we so often look so long and regretfully upon the closed door, that we do not see the ones which open for us". - Alexander Bell</li> </ul> <p style="text-align: right; font-size: small;">Based on Reeve (2018, pp.198-199)<b>35</b></p>

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<b>Should I make my goals public?</b>
<ul style="list-style-type: none"> <li>■ Common wisdom is that sharing goals helps to achieve them by creating social expectation.</li> <li>■ But when you tell someone your goal, the mind is tricked into feeling that it's already done and you're less motivated to do the actual hard work.</li> <li>■ Therefore, if you're going to tell someone your goals, make sure to do so in such a way that you derive no satisfaction from doing so.</li> <li>■ Derek Sivers: Keep your goals to yourself (3:15 mins): <a href="http://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself">http://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself</a></li> </ul> <p style="text-align: right; font-size: small;"><b>36</b></p>

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**Summary**

- Ideal-actual discrepancies create corrective motivation → plan of action (to remove discrepancy).
- Specific, difficult, and self-congruent goals generally improve performance.
- Feedback about performance generates -ve or +ve emotional motivational states.
- Short-term goals provide rich feedback; long-term goals foster intrinsic motivation.
- Implementation intentions help focus, start, continue, and resume:  
If (situational cue) → Then (goal striving action)
- Goal disengagement reduces or ceases effort in the face of unattainable goals. Adaptive when it frees up resources to allocate to a different goal.

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**References**

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

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