MOTIVATION & EMOTION

Psychological & social needs

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Image source

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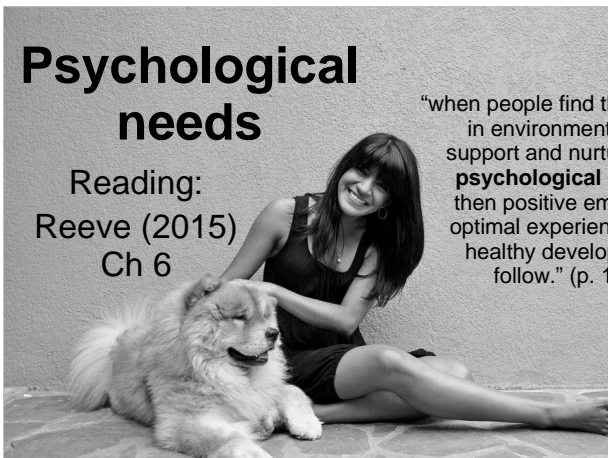---

Overview

1. Psychological needs
2. Social needs

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Psychological needs

Reading:
Reeve (2015)
Ch 6

"when people find th...
in environment...
support and nurt...
psychological ...
then positive em...
optimal experien...
healthy develop...
follow." (p. 1...

Psychological need

- **Inherent** source of motivation that generates desire to interact with the environment so as to advance personal growth, social development, and psychological well-being.

- The underlying motivational cause of engaging in our environment is to **involve** and **satisfy** our **psychological needs**.

Based on Reeve (2015, pp. 153-154)

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Psychological needs

- When our activities:
  - **involve** our psychological needs, we feel **interest** (an emotion)
  - **satisfy** our psychological needs, we feel **joy** (another emotion).

Based on Reeve (2015, pp. 153-154)

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Organismic approach to motivation
Two assumptions:

People are inherently active:
- Choose environments
- Modify environments
- Learn, grow, & adapt to environments

Person-environment dialectic:
- Dynamic interaction between people and environments
- The person and the environment constantly change (transform) towards synthesis or conflict

Based on Reeve (2015, pp. 154-155)

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Person-environment dialectic

Figure 6.1 Personal-environment dialectical framework Reeve (2015, p. 156)

Person-environment synthesis vs. conflict

Synthesis (person-environment harmony):
- Engagement
- Developmental growth
- Health
- Well-being

Conflict (person-environment disharmony):
- Defiance
- Regression
- Decay
- Ill-being

Based on Reeve (2015, pp. 156-158)

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Self-determination theory

Psychological needs

| Autonomy | Competence | Relatedness |

Based on Reeve (2015, pp. 158-178)

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Autonomy

Autonomy is the psychological need to experience self-direction and personal endorsement in the initiation and regulation of one's behaviour.

Based on Reeve (2015, pp. 158-167)

Behaviour is autonomous (or self-determined) when our interests, preferences, and wants guide our decision-making process to engage or not to engage in a particular activity.

Perceived autonomy

Figure 6.2 Three subjective qualities within the experience of autonomy (Reeve, 2015, p. 159)

Perceived autonomy

Internal perceived locus of causality	Volition (Feeling free)	Perceived choice over one's actions
Individual's understanding of the causal source of his or her motivated actions.	Heartfelt and unpressured willingness to engage in an activity.	Subjective experience that one may decide to act or not to act, or to pursue one course of action rather than another course of action.

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The conundrum of choice

Not all choices promote autonomy.

"either-or" choice offerings
Choice among options offered by others fails to tap into and involve the need for autonomy

True choice over people's actions
Meaningful choice that reflects people's values & interests

Enhances a sense of need-satisfying autonomy

Enhances intrinsic motivation, effort, creativity, preference for challenge, and performance

Based on Reeve (2015, pp. 160-161)

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Supporting autonomy: Definitions

Autonomy support

Interpersonal sentiment and behaviour to identify, nurture, and develop another's inner motivational resources

Control

Interpersonal sentiment and behaviour to pressure another toward compliance with a prescribed way of thinking, feeling, or behaving

Supporting autonomy: Enabling condition

Autonomy support

- Takes the other person's perspective
- Values personal growth opportunities

Control

- Pressures the other person toward a prescribed outcome
- Targets a prescribed outcome

Supporting autonomy: Instructional behaviours

Autonomy support

- Nurtures inner motivational resources
- Provides explanatory rationales
- Listens empathically and displays patience
- Acknowledges and accepts negative affect

Control

- Relies on outer sources of motivation
- Relies on pressuring language
- Neglects explanatory rationales
- Asserts power to silence negative affect and to resolve conflict

Essential ways of supporting autonomy

1. Nurture inner motivational resources
2. Provide explanatory rationales
3. Listen empathically, relying on informational language
4. Display patience
5. Acknowledge & accept displays of negative affect

Ways of supporting autonomy

1. Nurture inner motivational resources

Autonomy-supportive motivators

➢ Encourage initiative of others by identifying their interests, preferences, and competences.
➢ Find ways to allow others to behave in ways that express these interests, preferences, and competences.

Controlling motivators

➢ Forgo inner motivational resources.
➢ Rely on extrinsic motivators (e.g., incentives, directives, consequences, and deadlines).

Ways of supporting autonomy

2. Provide explanatory rationales

Autonomy-supportive motivators

➢ Communicate the value, worth, meaning, utility, or importance of engaging in behaviour
➢ Explain why the request is *truly* worth the other's time and effort.

Controlling motivators

➢ Do not take the time to explain why the activity is worth doing
➢ e.g., saying "Just get it done" or "Do it because I told you to do it"

Ways of supporting autonomy

3. Listen empathically, rely on informational language

Autonomy-supportive motivators

➢ Treat listlessness, poor performance, & inappropriate behaviour as motivational problems to be solved.
➢ Listen empathically to understand why the other is struggling.
➢ Use flexible, noncontrolling, & informational language

Controlling motivators

➢ Adopt a controlling communication style
➢ Try to motivate by inducing feelings of guild, shame, and anxiety e.g. saying "you should try harder" or "you must finish the project."

Ways of supporting autonomy

4. Display patience

Autonomy-supportive motivators

➢ Give others time and space to explore better ways of behaving, to plan out and try out alternative ways of behaving, and to alter personal goals and problem-solving strategies.
➢ Do a lot of listening, perspective taking, and postpone giving advice.

Controlling motivators

➢ Impatiently rush in, take over, and show the other person what to do and how to solve the problem.

Ways of supporting autonomy

5. Acknowledge & accept expressions of negative affect

Autonomy-supportive motivators

➢ Listen carefully to the expressions of negative affect and resistance and accept them as valid reactions
➢ Work collaboratively with the other person to solve the underlying cause of the negative affect and resistance

Controlling motivators

➢ Make it clear that such expressions of negative affect are unacceptable.
➢ Saying things like "It's my way or the highway.".

Moment-to-moment autonomy support

What autonomy-supportive and controlling people say and do to motivate others

Autonomy support
• Listen carefully
• Allow others time to talk
• Provide rationale
• Encourage effort
• Praise progress, mastery
• Ask others what they want to do
• Respond to questions
• Acknowledge the other's perspective

Controlling
• Hog learning materials
• Show & tell correct answers
• Give directives, commands
• Should, must, have to statements
• Ask controlling questions
• Seem demanding

Benefits from autonomy support

Motivation	• Autonomy, competence, relatedness • Intrinsic motivation • Mastery motivation & perceived control • Curiousity • Internalised values
Engagement	• Engagement • Positive emotion • Less negative emotion • Class attendance • Persistence • School retention vs. dropping out
Development	• Self-worth • Creativity • Preference for optimal challenge

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Benefits from autonomy support

Learning	• Conceptual understanding • Deep processing • Active information processing • Self-regulation strategies
Performance	• Grades • Task performance • Standardised test scores
Psychological well-being	• Psychological well-being • Vitality • School/ life satisfaction

Example: Study 1

Setting limits on children's behaviour: Differential effects of controlling vs. informational styles on intrinsic motivation and creativity (Koestner et al., 1984)

Table 6.3 Children's Motivational Benefits from Autonomy-Supportive (Rather Than Controlling) Rules

Dependent Measure		Rules Communicated in a Controlling Way	Rules Communicated in a Autonomy-Supportive Way
Enjoyment	M	4.87	5.57
	(SD)	(0.99)	(0.65)
Free Choice Behavior	M	107.7	257.1
	(SD)	(166.0)	(212.6)
Creativity	M	4.80	5.34
	(SD)	(1.16)	(1.17)
Technical Goodness	M	4.88	5.90
	(SD)	(0.87)	(1.28)
Quality	M	4.84	5.62
	(SD)	(0.68)	(1.06)

Based on Reeve (2015, Table 6.3, p. 166)

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Drive:
The surprising truth about what motivates us
Dan Pink
RSA Animate (10 mins)

http://www.youtube.com/watch?v=u6XAPnuFjJc

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Competence

A psychological need to be effective in interactions with the environment.

Based on Reeve (2015, pp. 167-174)

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Involving competence

Key environmental conditions

Optimal challenge and flow	• **Flow:** a state of concentration that involves a holistic absorption in an activity
Structure	• Information about the pathways to desired outcomes • Support & guidance for pursuing these pathways
Feedback	• Setting the stage for challenge • Performance feedback
Failure tolerance	• Considerable error making is essential for optimising learning. • Failure produces opportunities for learning.

Based on Reeve (2015, pp. 167-174)

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Involving competence

Flow
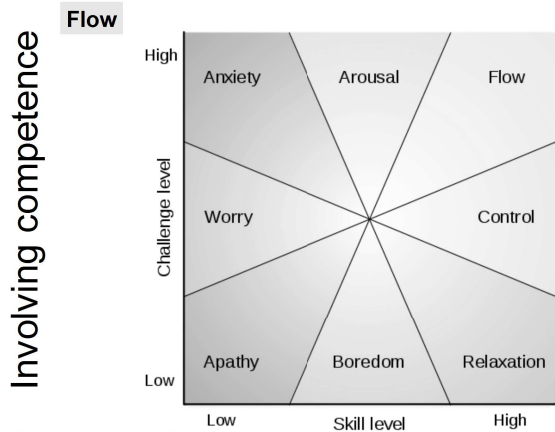
source: http://commons.wikimedia.org/wiki/File:Challenge_vs_skill.svg

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Supporting competence

Positive feedback

• Task itself
• Comparisons of one's current performance with:
  • one's own past performance
  • the performance of others
• Evaluations of others

Pleasure of optimal challenge and positive feedback

• Harter's anagram study (1974, 1978b)
• Children experience the greatest pleasure following success in the context of **moderate challenge**

Based on Reeve (2015, pp. 167-174)

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Relatedness

A psychological need to establish close emotional bonds and attachments with other people.
The desire to be emotionally connected to, and interpersonally involved in, warm relationships.

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Nurturing relatedness

Involving relatedness: Interaction with others	• Emotionally positive interactions and interaction partners
Satisfying relatedness: Perception of social bond	• Intimate and high-quality relationships that involve perceived caring, liking, accepting, and valuing
Communal & exchange relationships	• In communal relationships, people care for the needs of the other, and both feel an obligation to support the other's welfare
Fruits of relatedness need satisfaction	• Engagement, developmental growth, health, and well-being

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Putting it all together: Social contexts that support psychological needs

Environmental factors that involve and satisfy psychological needs

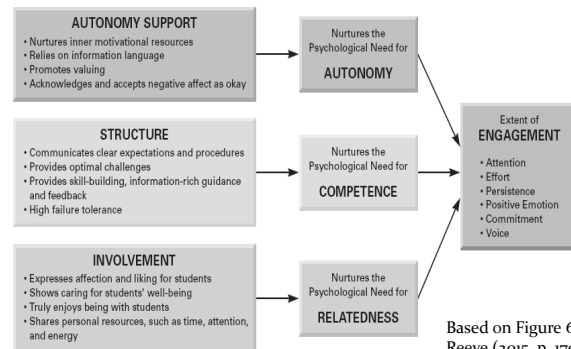| Psychological Need	Environmental Condition that Involves the Need	Environmental Condition that Satisfies the Need
Autonomy	Opportunities for self-direction	Autonomy support
Competence	Optimal challenge	Positive feedback
Relatedness	Social interaction	Communal relationships

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Engagement

The engagement model based on psychological need satisfaction

AUTONOMY SUPPORT
• Nurtures inner motivational resources
• Relies on information language
• Promotes valuing
• Acknowledges and accepts negative affect as okay

Nurtures the Psychological Need for **AUTONOMY**

STRUCTURE
• Communicates clear expectations and procedures
• Provides optimal challenges
• Provides skill-building, information-rich guidance and feedback
• High failure tolerance

Nurtures the Psychological Need for **COMPETENCE**

INVOLVEMENT
• Expresses affection and liking for students
• Shows caring for students' well-being
• Truly enjoys being with students
• Shares personal resources, such as time, attention, and energy

Nurtures the Psychological Need for **RELATEDNESS**

Extent of **ENGAGEMENT**
• Attention
• Effort
• Persistence
• Positive Emotion
• Commitment
• Voice

What makes for a good day?

Daily autonomy

Psychological nutriments for good days

Daily competence

Daily relatedness

Psychological nutriments necessary for good days, positive well-being, and vitality

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Implicit motives

Reading: Reeve (2015) Ch 7

Implicit needs

Definition: Enduring, non-conscious needs that motivates a person's behavior toward the attainment of specific social incentives.

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

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Social needs

Definition: Acquired psychological process that grows out of one's socialisation history that activates emotional responses to a particular **need-relevant incentive**.

Examples:
• Achievement
• Affiliation
• Power

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Primary social incentive

Social incentive that activates each implicit motive's emotional and behaviour activation potential

Implicit motives	Social incentive that activates each need
Achievement	Doing something well to show personal competence
Affiliation	Opportunity to please others and gain their approval; involvement in warm and secure relationships
Power	Having impact on others

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Encounter with a standard of excellence

Hope for success
Person anticipates positive goal attainment and positive emotions like hope and pride.

Fear of failure
Person anticipates negative goal attainment and negative emotions like anxiety and shame.

Active approach
Approach behaviors and desire for mastery of the standard.

Passive approach
Avoidance behaviors and a desire to protect the self from embarrassment.

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Achievement

Need for achievement
• Desire to do well relative to a standard of excellence

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

High- vs. low-need achiever
• Approach- vs. avoidance-oriented emotions
• Differences in choice, latency, effort, persistence, and willingness to take personal responsibility for successes and failures

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Origins of the need for achievement

Socialisation influences
When parents provide: independence training, high performance aspirations, realistic and explicit standards of excellence, positive valuing of achievement-related pursuits, a wide scope of experiences such as travelling, exposure to children's reading rich in achievement imagery, etc.
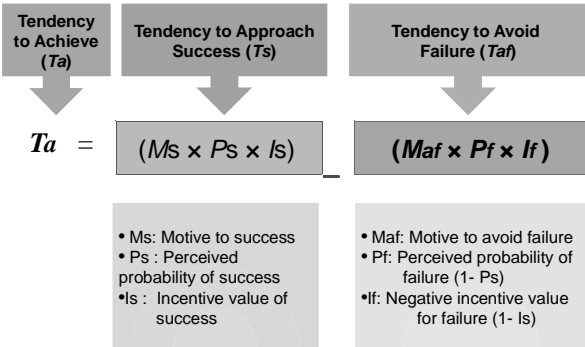
Developmental influences
Achievement–related beliefs, values, and emotions all show predictable developmental patterns.

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Atkinson's expectancy x value model of achievement behaviour

Tendency to Achieve (*Ta*)	Tendency to Approach Success (*Ts*)	Tendency to Avoid Failure (*Taf*)

$$Ta \;=\; (Ms \times Ps \times Is) \quad (Maf \times Pf \times If)$$

- Ms: Motive to success
- Ps : Perceived probability of success
- Is : Incentive value of success

- Maf: Motive to avoid failure
- Pf: Perceived probability of failure (1- Ps)
- If: Negative incentive value for failure (1- Is)

Based on Reeve (2015, pp. 192-194)

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Dynamics-of-action model

Instigation (*Ts*) Approach tendencies

Inhibition (*Taf*) Avoidance tendencies

Consummation Performing an activity brings about its own cessation.

Streams of ongoing behaviour
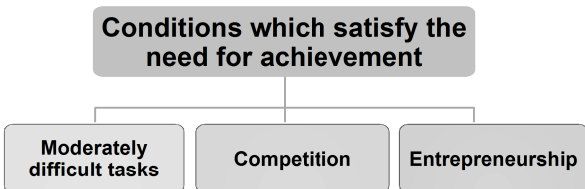
Based on Reeve (2015, pp. 195-197)
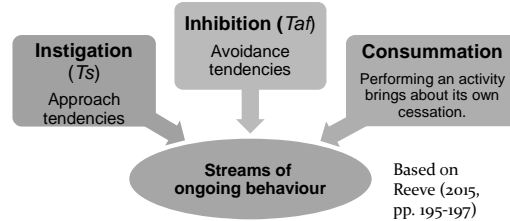
Streams of behaviour for people high and low in Ms and Maf
1. Latency to begin an achievement depends on motive strength. (Ms vs. Maf)
2. Persistence on an achievement task depends on motive strength. (Ms vs. Maf)
3. Switching to a non-achievement task occurs with rising consumption.

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Conditions that involve & satisfy the need for achievement

Conditions which satisfy the need for achievement

- **Moderately difficult tasks**
- **Competition**
- **Entrepreneurship**

Based on Reeve (2015, pp. 197-198)

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Affiliation and intimacy

Profile of high intimacy motivation

Category	Definition
THOUGHTS	*Of friends, of relationships*
STORY THEMES	*Relationships produce positive affect, reciprocal dialogue, expressions of relationship commitment and union, and expressions of interpersonal harmony*
INTERACTION STYLE	*Self-disclosure, Intense listening habits, Many conversations*
AUTOBIOGRAPHY	*Themes of love and dialogue are mentioned as personally significant life experiences*
PEER RATING	*Individual rated as warm, loving, sincere, nondominant.*
MEMORY	*Enhanced recall with stories involving themes of interpersonal interactions*

Based on Reeve (2015, Table 7.2, p. 199)

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Conditions that involve affiliation and intimacy duality

Fear and anxiety
- People desire to affiliate for emotional and support and to see how others handle fear and anxiety.

Establishing interpersonal networks
- People with a high need for affiliation spend time interacting with others, join social groups, and establish stable and long-lasting relationships.

Maintaining interpersonal networks
- People with high need for affiliation strive to maintain relationships.

Based on Reeve (2015, pp. 191-202)

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Conditions that involve & satisfy the affiliation and intimacy needs

Based on Reeve (2015, pp. 200-202)

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

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Power

The need to impact on others

Conditions that involve and satisfy the need for power

• Leadership
• Aggressiveness
• Influential occupations
• Prestige possessions

Power and goal pursuit

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

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Leadership motive pattern

A special variant of the need for power is the leadership motive pattern.

Leadership motivation pattern

High need for power	Low need for affiliation	High self-control
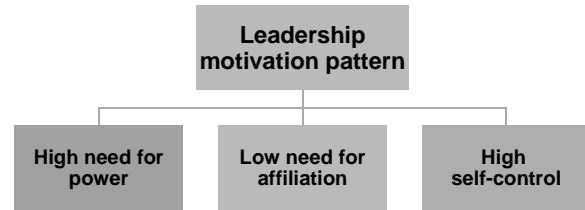
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Next lecture

■ Extrinsic motivation and Goal-setting (Ch 5 & Ch 8)

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References

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

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