Mindsets

James Neill
Centre for Applied Psychology
University of Canberra
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    - Implemental mindset
    - Downstream consequences
  - Promotion - Prevention
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    - Definitions of success and failure
    - Goal-striving strategies
    - Ideal and ought self-guides
    - Regulatory fit
- Growth - Fixed
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  - Meaning of effort
  - Origins of fixed-growth motivation
  - Achievement goals
- Cognitive dissonance
  - Dissonance-arousing situations
  - Motivational processes
  - Self-perception theory

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

Mindset
- Cognitive frameworks - patterns of brain use
- Once adopted, mindsets guide attention, info processing, decision making, and thinking about effort, success, failure, and self
- Have downstream effects on thinking, feeling, and behaving
- Differ between people

Based on Reeve (2018, p. 203)

Mindsets

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

Based on Reeve (2018, p. 203)
Deliberative vs. Implemental

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

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

Implemental: Postdecisional closed-minded thinking that considers only info related to goal attainment and shields against non-goal-related considerations.

Based on Reeve (2018, pp. 203-206)

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Promotion focus

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

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Deliberative vs. Implemental

Deliberative:
- What should be my major?
- Which career should I pursue?
- Should I exercise today?
- Should I ask her out for a date?

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

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

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Implications

- Different mindsets are required at different stages in the goal setting and goal striving process. If you have the wrong mindset, you are likely to be frustrated and unproductive.
- Different people can have different mindsets in the same situation, and those different mindsets can lead to serious conflict (e.g., shopping example)

Based on Reeve (2018, p. 206)

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Mindset 2

Promotion vs. Prevention

Goal striving orientations which distinguish an eager improvement-based regulatory style motivate improvement from a vigilant security-based regulatory style.

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

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

Based on Reeve (2018, Table 9.1, p. 203)
**Promotion mindset**
- Centers 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.

**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.

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

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

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

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

**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.

**Promotion vs. Prevention**
**Different goal-striving strategies.**

**Promotion:**
- Gain-based strategy can be characterised as open-minded, exploring, locomotion, acting fast, and eager approach.

**Prevention:**
- Safety-based strategy can be characterised as being cautious, staying committed, staying the course, protecting one’s commitments, playing it safe, assessing where one stands, and being vigilant.
Promotion vs. Prevention
Different goal-striving strategies.

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

Prevention: What feels right:
- Stop procrastinating.
- Avoid missing any classes.
- 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)

Promotion vs. Prevention
Different effects of mindset on well-being.

Promotion:
- Exertion of effort (i.e., 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:
- Exertion of effort (i.e., 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)

Mindset 3
Ways of thinking about the nature of one’s personal qualities.

Growth: The belief that one’s personal qualities are malleable, changeable, and can be developed through effort.

Fixed: The belief that one’s personal qualities are fixed, set, and not open to change.

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

Fixed mindset
- Personal qualities are fixed attributes.
- The thinking: “You either have it, or you don’t.”
  (e.g., some people are smart, creative, or good in mathematics while other people are not.).
- The thinking: “He has a good brain, she has a creativity gene, she is a gifted athlete.”
- If you believe you have a high level of an important trait, then you are okay motivationally.
- But if you believe you have a low level of an important trait, then you are in trouble motivationally.

Based on Reeve (2018, p. 211)

Growth mindset
- Personal qualities are changeable attributes - they can grow, increase, strengthen, and otherwise develop over time.
- The thinking: “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)
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)

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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

**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

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

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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)

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Goals and achievement goals

- **Goal:** Whatever the person is trying to accomplish.
- **Achievement goal:** Whatever the person is trying to accomplish in an achievement setting.

Based on Reeve (2018, p. 216)

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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)

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Achievement settings

- In an achievement setting, performance is measured against a standard - a standard of excellence.
- A standard of excellence is any challenge to a person’s sense of competence that ends with a success/failure (right/wrong; win/lose) outcome, such as a score on a test or the answer to a question.

Based on Reeve (2018, p. 216)
Essence of achievement goals

- Facing a standard of excellence, students understand that their sense of competence is being put to the test.
- The fundamental determinant of which type of achievement goal the student adopts is that student’s understanding of what constitutes competence e.g.,
  - What do you mean by success?
  - How do you know if you are doing well?

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.

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.

Achievement goals

- Develop one’s competence
- Make progress
- Improve the self
- Overcome difficulties with effort and persistence
- Prove one’s competence
- Display high ability
- Outperform others
- Succeed with little apparent effort

Benefits of adopting mastery goals

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

Promoting mastery goals

- Teachers influence the types of achievement goal that students adopt.
- They do so by creating classroom situations that give students purposes (goals) developing competence or displaying competence.
**Avoidance motivation & ill-being**

Based on Reeve (2018, p. 220)

- Fear of failure
- Performance-avoidance goals
- Low
  - Self-esteem
  - Personal control
  - Vitality
  - Life satisfaction
  - Psychological well-being

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**Mindset 4**

**Consistency vs. Dissonance**

- Consistency
- Dissonance

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**Consistency vs. Dissonance**

The near-universal self-view that one is a competent, moral, and reasonable person.

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

**Dissonance**: Information and behavioural actions that suggest that, **no**, one is actually not a competent, moral and reasonable person.

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

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**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)

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**Consistency vs. Dissonance**

Dissonance-arousing situations.

- **Choice**
- **Insufficient justification**
- **Effort justification**
- **New information**

Seemingly spontaneous actions undertaken with little or no external prompting then require cognitive justification.

- Extreme behaviours which require considerable effort breed extreme beliefs in order to justify the effort.
- As you collect new information, you expose yourself to opportunities to contradict your beliefs.

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

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**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)
Cognitive dissonance vs. self-perception theory

Cognitive Dissonance Theory
- People change their beliefs to reduce a negative motivational-emotional state (i.e., dissonance)

Self-Perception Theory
- People change their beliefs through self-observation ("feeling, or acting, is believing")

Applies mostly when people’s beliefs are initially close, salient, and strong.

Applies mostly when people’s beliefs are initially vague, ambiguous, and weak.

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

Summary

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

Next lecture

Personal control beliefs (Ch 10)

References

Motivation & Emotion

Personal control beliefs

James Neill
Centre for Applied Psychology
University of Canberra
2019

Outline

- Motivation to exercise personal control
  - Kinds of expectancy
  - Perceived control
  - Coping with failure
- Self-efficacy
  - Sources of self-efficacy
  - Self-efficacy effects on behaviour
  - Empowerment
  - Empowering people: Mastery Modeling Program
- Mastery beliefs
  - Ways of coping
  - Mastery vs helplessness
- Learned helplessness
  - Learning helplessness
  - Applications to humans
  - Components
  - Helplessness effects
  - Helplessness and depression
  - Attributions and explanatory style
- Reactance theory
- Expectancy-value model

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

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

Many people do not know what causes good outcomes and prevents bad outcomes.

Based on Reeve (2018, p. 228)

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, would the other person like you?
  - Can you run 3 kms without stopping?
- Do you perceive that you are in control of the events that happen to you?
  - Or is what happens to you controlled by luck, fate, or others?
- How do your expectations and perceptions of control affect your:
  - motivation?
  - performance?

Based on Reeve (2018, p. 228)

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)
Expectancies

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

<table>
<thead>
<tr>
<th>Person</th>
<th>Behaviour</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efficacy expectations</td>
<td>Outcome expectations</td>
<td></td>
</tr>
<tr>
<td>“Can I do it?”</td>
<td>“Will it work?”</td>
<td></td>
</tr>
</tbody>
</table>

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

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Perceived control

- **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 it work?”
  - Expectation that one’s behaviour will produce positive outcomes (or prevent negative outcomes).
  - e.g., Would I lose 5 kgs as a result?

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

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**Perceived control**

<table>
<thead>
<tr>
<th>Self (Agent)</th>
<th>Action (Means)</th>
<th>Control (Ends)</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g., Can I use effective coping strategies during difficult discussions?</td>
<td>e.g., Will using these coping strategies improve my relationship?</td>
<td></td>
</tr>
</tbody>
</table>

*For such control to happen:*
- The person must be capable of obtaining the sought-after outcomes.
- Situation in which one attempts to exercise control over needs to be somewhat predictable and responsive to one’s control attempts.

*Based on Reeve (2018, p. 229)*

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**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)*
Coping with failure

- Challenge Appraised
  - I can handle it
  - I have the resources needed
  - I have a plan
- Threat Appraised
  - Something is wrong with me
  - I can't handle it
  - It looks hopeless

Based on Reeve (2018, Figure 10.3, p. 230)

Self-efficacy

- Judgement of how well or poorly one will cope with a situation, given:
  - the skills one possesses and
  - the 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.

Based on Reeve (2018, p. 231)

Preliminary self-efficacy analysis and forecast

As you see yourself performing a given task:
- What do you expect to happen?
- Describe “play-by-play” what you expect to happen.
- How do you expect to feel during each of these events?
- What skills will you need to cope effectively during this task?
- How effective (or ineffective) do you anticipate those skills will prove themselves to be?
- If things go unexpectedly wrong, can you make the necessary corrective adjustments?

Based on Reeve (2018, p. 231)

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, i.e., fear of being overwhelmed (not being able to cope) causes anxiety.
- Self-efficacy empowers approach-based motivation: Therefore, if coping skills can be developed, then perceived capacity to cope (i.e., self-efficacy) will eliminate anxiety and avoidance motivations.

Based on Reeve (2018, p. 231)

Sources and effects of self-efficacy

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

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

Based on Reeve (2015, Figure 10.4, p. 235)

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 they 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.

Based on Reeve (2018, p. 235)
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.

Quality of thinking and feeling

- People who believe strongly in their 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.

Empowerment

Empowerment involves possessing the:
- knowledge
- skills
- self-efficacy beliefs that allow people to exert control over their lives.

Empowering people via a 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.

Mastery beliefs

Perceived control over attaining desirable outcomes and preventing aversive ones

Responds to failure by remaining task- and mastery-focused

Stress and coping

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

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

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

How to make stress your friend
Kelly McGonigal, 2013

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

Mastery versus helplessness

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

Helpless motivational orientation
- Fragile view of the self during encounters of failure
- Failure feedback is a sign of personal inadequacy

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

Mastery orientation

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

- My behaviour
- Outcomes that happen to me
- Other (uncontrollable) influences

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

Helpless orientation

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

- My behaviour
- Outcomes that happen to me
- Other (uncontrollable) influences

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

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)
Learned helplessness

- Psychological state that results 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)

Learned helplessness

Seligman and Maier experiment

How helplessness is learnt

Based on Reeve (2009, p. 246)

Learned helplessness

Results of a prototypical learned helplessness study

<table>
<thead>
<tr>
<th>Experimental Condition</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Results</th>
</tr>
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<tbody>
<tr>
<td>Authentic feedback</td>
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<tr>
<td>vs.</td>
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<tr>
<td>Random and bogus feedback</td>
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</table>

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

Components of learned helplessness

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

Based on Reeve (2018, p. 243)

Effects of helplessness

- Motivational deficits
  - Decreased willingness to try “Why try?”
- Learning deficits
  - Acquired pessimistic mindset that interferes with one’s ability to learn new response-outcome contingencies
- Emotional deficits
  - Energy-depleting emotions (e.g., listlessness, apathy, depression)

Based on Reeve (2018, pp. 243-246)
Helplessness and depression
Perceived control judgments for depressed and non-depressed individuals

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

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

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

Explanatory style
Optimistic explanatory style
- Tendency to explain bad events with attributions that are unstable and controllable.
- 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
- Tendency to explain bad events with attributions that are stable and uncontrollable.
- Associated with academic failure, social distress, impaired job performance, and depression.

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

Integration of reactance theory and the learned helplessness model
Person enters the environment uncertain of the extent of control, assumes moderately high personal control.
- After an initial setback, the person's effort is maximal, as he or she seeks to regain control over the outcome.
- After 3 consecutive failures, the person begins to doubt that control is possible.
- After many failures, the person comes to realize that the outcome is uncontrollable. Personal control beliefs evaporate and are replaced by belief of no control.
Expectancy-value model

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

Summary

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

References


Next lecture

The self and its strivings
(Ch 11)
The self and its strivings

Based on Reeve (2018, p. 255)

Outline

- The self
  - Self-as-object
  - Self-as-agent
  - The problem with self-evaluation
- Self-concept
  - Self-schemas
  - Motivational properties of self-schemas
  - Consistent self
  - Self-verification and self-concept change
  - Why people self-verify
  - Possible selves
- Identity
  - Roles
  - Connection to social groups
  - Situations make specific identities salient
- Agency
  - Self as action and development from within
  - True self
  - Self-concordance
  - Intrinsic and extrinsic goals
- Self-regulation
  - Forethought through reflection
  - Developing self-regulation
  - Self-control
  - Self-control and successful life

How well is your self doing its job?

<table>
<thead>
<tr>
<th>Self-Acceptance</th>
<th>Accepts good and bad qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Relations w/ Others</td>
<td>Warm, satisfying relationships</td>
</tr>
<tr>
<td>Autonomy</td>
<td>Regulates behavior from within</td>
</tr>
<tr>
<td>Environmental Mastery</td>
<td>Sense of environmental mastery</td>
</tr>
<tr>
<td>Purpose in Life</td>
<td>Has aims and objectives for living</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>Sees improvement in the self</td>
</tr>
</tbody>
</table>

Based on Reeve (2018, Table 11.1, p. 256) which is based on Ryff (1991)

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)

TWO VIEWS OF SELF

Agent
- the "I"
  - Motivational Force
  - Self-as-Process
  - Self-as-Knowing
- Natural Endowment
- Intrinsic atomic force that initiates behavior
- Basic Questions:
  - Who am I?
  - What am I good at?
  - Are I being authentic?

Object
- the "It"
  - Social-Cognitive Representation
  - Self-as-Subject
  - Self-as-Known
- Acquired representation
- Social construct based on social feedback
- Basic Questions:
  - Who am I?
  - Do I have positive qualities?
  - How am I different?
The problem with self-esteem as a core motivational construct

- High self-esteem is OK and good.
- However, “there are almost no findings that self-esteem causes anything at all.”
- Rather, self-esteem is caused by a whole panoply of successes and failures.
- Instead of thinking of self-esteem as a motivational cause (as a predictor or as an independent variable), it is better to think of self-esteem as an effect of positive vs. negative functioning (as an outcome or as a dependent variable).

Based on Reeve (2018, pp. 258-259)

Self-concept (cognitive structure)

- Set of beliefs an individual uses to conceptualise his or her self e.g., “I am...” (self-descriptions)
- Cluster of domain-specific self-schemas
- Reflects the invariance that individuals discover about their social behaviour (way the self is differentiated and articulated in memory)

Based on Reeve (2018, p. 259)

Benefits of well-developed self-schema

- Process information about the self with relative ease.
- Quickly retrieve self-related behavioural evidence from the domain.
- Confidently predict own future behaviour in the domain.
- Resist counter-schematic information about one’s self.

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

Motivational properties of self-schemas

- Consistent self
  - Self-schemas direct behaviour to confirm the self-view and to prevent episodes that generate feedback that might disconfirm that self-view.
- Possible self
  - Self-schemas generate motivation to move the present self toward a desired future self.

Based on Reeve (2018, p. 260)

Processes underlying self-verification and self-concept change

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

Possible selves

Representations of attributes, characteristics, and abilities that the self does not yet possess.

- Mostly social in origin, as the individual observes the selves modeled by others.
- The possible self’s motivational role is to link the present self with ways to become the possible (ideal) self.
- An important piece of the puzzle in understanding how the self develops.
- Portraying the self as a dynamic entity with a past, present, and future.

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

- Identity is the way the self relates to society, and it captures the essence of who the self is within a cultural context. It is one’s place in society.
- Once people assume social roles (e.g., mother, bully), their identities direct their behaviours in ways that express the role-identity’s cultural value.
- The identity directs the person to pursue some behaviours (identity-confirming behaviours) and to avoid other behaviours (identity-disconfirming behaviours).

Agency

- Human beings possess a core self, energised by innate motivation and directed by the inherent developmental processes of 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.

Self-concordance

People pursue goals that are congruent or “concordant” with their core self

Intrinsic vs. extrinsic goals

- Intrinsic Goals:
  - Aspirations and pursuits that are inherently satisfying because their pursuit gives rise to frequent and recurring opportunities for the goal striver to experience autonomy, competence, and relatedness need satisfaction along the way.
- Typical goals: Personal growth, relationship growth, community contribution.
Intrinsic vs. extrinsic goals

- Extrinsic Goals
  - Aspirations and pursuits that require contingent regard or affirmation from others - their pursuit veers the goal striver’s thoughts and behaviors off in a direction in which need satisfaction tends to be neglected or sacrificed.
  - Typical goals: Money, fame, fortune, popularity, celebrity status.

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

Self-regulation

- Deliberate planning, implementing, monitoring, and evaluating of one’s cognitive and emotional processes prior to and during the undertaking of tasks.
- The opposite of proactive, planful self-regulated learning is a reactive, lets-see-what-happens and hope-for-the-best approach to learning.

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

Some people are better at self-regulating than others

- Goal-setting: Some people are more likely than others to set goals for themselves.
- Monitoring: Some people are more likely than others to monitor their progress toward goal attainment.
- Implementing: Some people are more likely than others to execute their strategies and resist temptations and distractions
- Reflecting: Some peoples are more likely than others to self-evaluate their goal striving and to revise their goals and strategies as needed.

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

How do people develop more effective self-regulation?

- Effective self-regulation involves the capacity to carry out the full goal-setting process on one’s own.
- People typically learn how to do this through social processes, including modeling, instruction, and social guidance, as from a mentor who shows people how to: set goals, make a plan, identify an effective strategy, and evaluate one’s progress within the goal-setting process.

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

Social learning process to acquire self-regulation skill

<table>
<thead>
<tr>
<th>Lack of Self-Regulation Skill</th>
<th>Social Learning Process</th>
<th>Acquisition of Competent Self-Regulation Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to regulate one's goals, behaviors, and standards in the domain</td>
<td>1. Observation of expert model</td>
<td>Able to self-regulate one's goals, behaviors, and standards in the domain</td>
</tr>
<tr>
<td>Implementation of self-regulatory strategies, and coping mechanisms in the domain</td>
<td>2. Imitation, social guidance, feedback</td>
<td></td>
</tr>
<tr>
<td>3. Internalization of standards</td>
<td>4. Self-regulatory process, including self-monitoring, self-evaluating</td>
<td></td>
</tr>
</tbody>
</table>
Self-control

- Capacity to suppress, restrain, or override an impulsive desire, urge, behaviour, or tendency so as to pursue a long-term goal.
- Capacity to interrupt our tendency toward automatic pilot and short-term attractions and, instead, to steer behavior intentionally in the direction of a long-term goal.
- It is “will power”.
- Causes depletion and it then needs replenishment.
- Can be enhanced through practice.

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

What tasks are ego-depleting?

- Suppressing impulses, urges, desires
- Managing and suppressing emotions
- Controlling and suppressing thoughts
- Controlling and fixing attention
- Making decisions and lots and lots of choices
- Managing the impression one is making on others
- Being kind to and dealing with difficult, demanding people

Based on Reeve (2018, p. 276)

Limited strength model of self-control

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

Is the capacity to exert self-control beneficial to a successful life?

- The enduring capacity to resist the immediate gratification of a short-term attraction in the service of a delayed gratification of a larger long-term goal is a personality variable with one of the best track records of predicting who does (and does not) live a successful life.

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

Don’t eat the marshmallow!

Joachim de Posada, 2009

TED Talk (6 mins)

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

Summary

- The self defines, regulates, and communicates to society
- Self-esteem is a by-product
- Self-concept is “I am...” set of self-schema
- Possible selves create discrepancy to motivate striving
- Satisfying self-concordant goals -> well-being
- Self-regulation involves meta-cognitive monitoring of goal pursuit
- Self-control = willpower, but is a limited resource which gets depleted
Next lecture

Nature of emotion
(Ch 12)

References