Extrinsic motivation and internalisation

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2019

Outline – Extrinsic motivation

- Extrinsic motivation
- Incentives, consqs, and rewards
  - Incentives
  - Reinforcers
  - Managing behaviour
  - Consequences
- Hidden costs of reward
  - Intrinsic motivation
  - IM vs. EM
- Expected and tangible rewards
- Implications
- Benefits of EM
- Cognitive evaluation theory
- Types of EM
  - Expected and tangible rewards
  - Implications
  - Benefits of EM
- Internalisation and integration
- Amotivation

Extrinsic motivation examples

A CEO offers attractive and unattractive incentives to increase worker productivity:
- A employees get big raises and stock options
- B employees get a modest raise
- C employees get fired.

Extrinsic motivation examples

A drill instructor barks orders and commands to get recruits’ immediate compliance.
- Any act of non-compliance is met with immediate punishment.

Extrinsic motivation examples

A driver buckles the seat belt to quiet the irritating “bing, bing, bing” noise.
- Apathy is overcome by having to work to remove the irritating event.
Extrinsic motivation

Environmentally-created reason to engage in an action or activity.

"Do this in order to get that".

requested behaviour extrinsic incentive or consequence

“What’s in it for me?”
(gaining reward or avoiding punishment)

Based on Reeve (2018, p. 100)

Incentives and consequences

\[ S : R \rightarrow C \]

S Situational cue (incentive)
: Sets the occasion for
R Response (behavioural action)
→ Causes
C Consequence (reward, punisher)

External regulation of motivation:
Incentives, consequences, and rewards

Incentives

- An environmental event that attracts or repels a person toward or away from initiating a particular course of action.
  (e.g., “ding”, buckle up)

Consequences

- Reinforcers: “Do”
  - Positive: ↑ action to get more of a desirable quality (e.g., smile)
  - Negative: ↑ action to get less of an undesirable quality (e.g., frown)
- Punishers: “Stop”:
  - ↓ action to avoid undesirable quality

Rewards

- Any offering from one person to another person in exchange for his or her service or achievement.

Based on Reeve (2018, pp. 100-106)

Managing behaviour by offering reinforcers

Rewards

How do rewards work?
Do they facilitate desirable behaviour?

Extrinsic rewards enliven positive emotion and facilitate behaviour because they signal opportunity for a personal gain.

Unexpected turn for the better
dopamine released
 Behavioural Activation System (BAS) activation
Brain latching onto the environmental signal of the unexpected gain.

Based on Reeve (2015), Figure 5.1 Effect of reinforcement on use of orthodontic device, p. 123)
Hidden cost of rewards
Extrinsic rewards can have unexpected, unintended, and adverse effects on intrinsic motivation, learning, and self-regulation.

Using a reward to engage someone in an activity

<table>
<thead>
<tr>
<th>Intended primary effect</th>
<th>Unintended primary effect</th>
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<tbody>
<tr>
<td>Promotes compliance (behavioural engagement in the activity)</td>
<td>Undermines intrinsic motivation</td>
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<td></td>
<td>Interferes with the quality and process of learning</td>
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<td></td>
<td>Interferes with the capacity for autonomous self-regulation</td>
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Based on Reeve (2018, p. 106)

Do punishers work?
Do they suppress undesirable behaviour?
Research shows that punishment is an ineffective motivational strategy (popular but ineffective)

Side effects

| Negative emotionality e.g., crying, screaming, feeling afraid |
| Impaired relationship between punisher and punishee |
| Negative modeling of how to cope with undesirable behaviour in others |

Based on Reeve (2018, pp. 113-114)

Benefits of incentives, consequences, and rewards
When there is no intrinsic motivation to be undermined, rewards can make an otherwise uninteresting task seem suddenly worth pursuing e.g.,
- Developing daily living skills, such as dressing
- Motivating children to start their homework
- Getting motorists to stop at stop signs
- Participating in recycling and energy conservation
- Teaching autistic children to initiate conversation
- Increasing older adults' participating in physical activity

Based on Reeve (2018, pp. 111-112)

Immediate & long-term consequences of corporal punishment

- Short-term: Immediate compliance
- As a child
  - ↑ aggression
  - ↑ antisocial behaviour
  - ↓ mental health
  - ↓ internalisation
  - ↓ quality of child-parent relationship
  - ↑ physical abuse
- As an adult
  - ↑ aggression
  - ↓ mental health
  - ↑ alcoholism
  - ↑ internalisation
  - ↑ alcoholism
  - ↑ child abuse
  - ↑ criminal/antisocial

- Long-term:

Based on Reeve (2018, Figure 5.1, p 106)

Intrinsic motivation
Inherent desire to engage one's interests and to exercise and develop one's capacities.

“I am **doing this** because **it is ...**”

Based on Reeve (2018, p. 107)

Origins of intrinsic motivation

Based on Reeve (2018, Figure 5.2, p. 107)
Reasons not to use extrinsic motivation (even for uninteresting endeavors)

- Extrinsic motivators undermine the quality of performance and interfere with the process of learning.
- Using rewards distracts attention away from asking the hard question of why a person is being asked to do an uninteresting task in the first place.
- There are better ways to encourage participation than extrinsic bribery.
- Extrinsic motivators undermine the individual’s long-term capacity for autonomous self-regulation.

Cognitive evaluation theory

Predicts the effects of an extrinsic event on a person’s I-E motivation based on the event’s effect on the psychological needs for competence and autonomy.

All external events have two functions:
- Control behaviour
- Inform competence

Which function is more salient determines how the external event will affect intrinsic and extrinsic motivation.

Any external event (Rewards)

Controlling function

- “If you do X, then you get Y.”
- Decreases intrinsic motivation
- Interferes with quality of learning
- External regulation increases
- Self-regulation undermined

Informational function

- “Because you were able to do X, that means you are effective, competent.”
- Increases intrinsic motivation
- Enhances high-quality learning
- Enhances self-regulation

What makes us feel good about our work? Dan Ariely

TED Talk (10 mins) Start at 9:54
https://www.youtube.com/watch?v=5aH2Ppjpcho#t=594

Types of extrinsic motivation

Motivation can be organised along a continuum of self-determination or perceived locus of causality.

Extrinsic motivation
- External regulation
- Introjected regulation
- Identified regulation
- Integrated regulation

Increasing autonomy

Self-determination continuum showing types of motivation

Types of extrinsic motivation

Four Types of Extrinsic Motivation, Example: “Why I Recycle”

Increasing autonomy

Autonomous extrinsic motivation

- **Introjected Regulation** (slightly autonomous): Taking in, but not truly accepting or personally endorsing, other people’s suggested ways of thinking, feeling, or behaving.
- **Identified Regulation** (highly autonomous): Voluntarily accepting as one’s own the merits and utility of other people’s suggested ways of thinking, feeling, or behaving.
- **Integrated Regulation** (fully autonomous): Fully transforming an identified regulation (way of thinking, feeling, or behaving) into the self in a coherent and conflict-free way.

Internalisation

- Process through which a person transforms a formerly externally prescribed way of thinking or behaving into an internally-endorsed one.
- Transformation of internalised values, behaviours, and regulations into the person’s sense of self to the point that they actually arise from and emanate out of the self.
- With full integration, the person themselves - not the environment or society - generates the value, behaviour, or regulation.

Motivating others to do uninteresting activities

Ways to promote more autonomous extrinsic motivation

- **Provide a rationale**: Explain why the activity is important and useful.
- **Build interest**: Catch situational interest in an activity and then develop individual interest in the activity over time.

Explanatory rationales

- A parent explains to a child why raking the leaves is an important and necessary thing to do:
  
  *Raking the leaves is important because we need to clean the yard to invite in and welcome the Halloween trick-or-treaters tonight.*
Explanatory rationales

A medical doctor explains why exercising is important for her patient: Exercising three times a week is important because it will clean out your arteries by boosting good cholesterol and reducing triglycerides. That will decrease your susceptibility to a heart attack, boost your mood and energy, and help you gain control over your weight and diabetes.

Based on Reeve (2018, p. 118)

Amotivation

is caused by a lack of:

Autonomy:
- “I am not interested in the task”
- “The task has no appeal or meaning to me”

Competence:
- “I cannot effectively perform the required behaviour.”
- “I cannot obtain the desired outcomes.”

Relatedness:
- “I dislike the people involved in this activity.”
- “I have no sense of connection with others in this domain”

Based on Reeve (2018, pp. 119-120)

Building interest in a particular domain

Characteristics of the environment
Object and activities that are novel, surprising, need-satisfying, and relevant to one’s goals.

Characteristics of the person
Person develops an enduring disposition to prefer activity in a particular domain.

Builds situational interest
Increased: Attention, Learning, Knowledge, Achievement

Builds individual interest

Actualised experience of interest

Based on Reeve (2018, pp. 118)

Summary

- Extrinsic motivation arises from environmental rewards and punishments (operant conditioning)
- EM hidden cost → undermining of IM
- Cognitive evaluation theory
- Types of extrinsic motivation
- Motivating others to do uninteresting activities
  - build interest via environment & person

Based on Reeve (2018, pp. 120-122)

References

Psychological needs

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Outline – Psychological needs
- Psychological needs
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- Need frustration
- Autonomy
  - Supporting autonomy
  - Conundrum of choice
  - Benefits from autonomy support
  - Giving and receiving autonomy support
- Competence
  - Optimal challenge
  - Flow
  - Structure
  - Failure tolerance
- Relatedness
  - Involving relatedness
  - Satisfying relatedness
  - Supporting relatedness
  - Communal and exchange relationships
  - Benefits from relatedness need satisfaction
- Putting it all together
  - Engagement
  - What makes for a good day?
  - Vitality

Psychological need
- Inherent desire to interact with the environment so as to advance personal growth, social development, and psychological well-being.

Psychological needs
- The reason we engage in our environment is to involve and satisfy our psychological needs.
- When our activities:
  - involve our psychological needs, we feel interest (an emotion)
  - satisfy our psychological needs, we feel joy (another emotion).

Reading:
Reeve (2015)
Ch 6

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

Inherent desire to interact with the environment so as to advance personal growth, social development, and psychological well-being.

The reason we engage in our environment is to involve and satisfy our psychological needs.

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

- When people find themselves in environments that support and nurture their psychological needs, this promotes:
  - positive emotions
  - optimal experience
  - healthy development

Based on Reeve (2018, p. 124)

Organismic approach to motivation

- People are inherently active
  - We are always in active exchange with our environment because it offers what we need to be well, to grow, and to actualize our potential.
- People need supportive, rather than hostile environments:
  - Need satisfaction leads to growth and adaptive functioning.
  - Need frustration leads to defense and maladaptive functioning.

Based on Reeve (2018, pp. 124-125)

Benefits of need satisfaction

- Engagement: ↑ initiative, effort, enthusiasm, and planning.
- Personal growth: ↑ personal development
- Intrinsic motivation: ↑ interest and enjoyment in tasks
- Internalisation: ↑ volitional engagement in uninteresting tasks
- Health: ↑ health-promoting lifestyle
- Well-being: ↑ positive emotion and sense of purpose

Based on Reeve (2018, pp. 125-127)

Dual process model in supportive and thwartive relationships

Based on Reeve (2018, Figures 6.1, p. 127)

Psychological needs

- Psychological needs
  - Autonomy
  - Competence
  - Relatedness

Based on Reeve (2015, Ch. 6)

Autonomy

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

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 — "I want to".

Based on Reeve (2018, pp. 128-136)
Perceived autonomy

- Internal perceived locus of causality
  - Individual's understanding of the causal source of their motivated actions.
- Volition (feeling free)
  - Heartfelt and unpressured willingness to engage in an activity.
- Perceived choice over one's actions
  - 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.

Based on Reeve (2015, Figure 6.2, p. 159)

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
    - Meaningful choice that reflects one's values & interests

Enhances a sense of need-satisfying autonomy.

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

Based on Reeve (2018, pp. 134-135)

Motivating styles

Contrasting interpersonal tones between an autonomy-supportive vs. a controlling motivating style

Motivating Style

Autonomy Support
- An interpersonal tone of understanding:
  - I am your ally
  - I am here to understand you
  - I am here to support you and your interests

Neutral

Controlling
- The interpersonal tone of pressure:
  - I am your boss
  - I am here to monitor you
  - I am here to change and to motivate you

Based on Reeve (2018, Figure 6.2, p. 129)

Benefits from autonomy support

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Engagement</th>
<th>Development</th>
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</thead>
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<tr>
<td>Autonomy, competence, relatedness</td>
<td>Engagement</td>
<td>Self-worth</td>
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<tr>
<td>Intrinsic motivation</td>
<td>More positive emotion</td>
<td>Creativity</td>
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<tr>
<td>Mastery motivation &amp; perceived control</td>
<td>Less negative emotion</td>
<td>Preference for optimal challenge</td>
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<tr>
<td>Curiosity</td>
<td>Better attendance and retention</td>
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<td>Internalised values</td>
<td>Persistence</td>
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Based on Reeve (2015, Figure 6.3, p. 164)

Ways of supporting autonomy

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

Based on Reeve (2015, pp. 161-167)
Autonomy-supportive teaching
1. Takes student-perspective
2. Vitalises inner motivational resources during instruction
3. Provides explanatory rationales
4. Uses non-pressuring, informational language
5. Acknowledges and accepts negative feedback
6. Displays patience

Based on Reeve (2018, p. 129)

Controlling teaching
1. Takes only the teacher’s perspective
2. Introduces extrinsic motivators
3. Neglects to provide explanatory rationales
4. Uses controlling, pressuring language
5. Counters and tries to change negative affect
6. Displays impatience

Based on Reeve (2018, p. 129)

Starting point to enact an autonomy-supportive motivating style
- Adopt, value, and appreciate the other’s perspective.
- Invite (solicit) and welcome the other’s thoughts, feelings, and behaviors into the flow of the activity.

Based on Reeve (2018, pp. 128-134)

Ways of supporting autonomy
1. Nurture inner motivational resources
   Vitalisation of the other’s interest, enjoyment, psychological need satisfaction (autonomy, competence, relatedness), curiosity, and personal goals and values during the engagement of a requested activity.

Based on Reeve (2018, pp. 129-134)

Ways of supporting autonomy
2. Provide explanatory rationales
   Verbal explanations that help students understand why self-regulation of the activity would have personal utility.

Based on Reeve (2018, pp. 129-134)

Ways of supporting autonomy
3. Use informational language
   Verbal explanations that help students understand why self-regulation of the activity would have personal utility.

Based on Reeve (2018, pp. 129-134)
Ways of supporting autonomy

4. Acknowledge & accept expressions of negative affect

Tension-alleviating acknowledgments that the request one is making of the other is in conflict with his or her personal inclinations and that his or her feelings of conflict are legitimate (yet not necessarily inconsistent with activity engagement).

Based on Reeve (2018, pp. 129-134)

Competence

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

Reflects desire to exercise and to extend one’s skills and capacities and, in doing so, seek out and master optimal (developmentally-appropriate) challenges. Generates a willingness to seek out those optimal challenges.

Based on Reeve (2018, p. 136)

Challenge and optimal challenge

- The essence of challenge: “Can you do it?” Can you cope successfully? Can you handle whatever it is the environment is asking or requiring you to do? (Can you make friends? Can you dance? Can you jump over the fence? Can you run a mile without collapsing?).

- The essence of optimal challenge: “Can you do a little better than you have done in the past?” Given your developmental stage in relation to this task, Can you improve? Can you do better? Can you grow and develop your skill further?

Based on Reeve (2018, pp. 136-137)

Involving competence

Key environmental conditions

- Optimal challenge and flow
  - Flow is 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 (2018, pp. 136-141)

Flow

![Flow diagram](https://en.wikipedia.org/wiki/Flow_%28psychology%29)
Structure

■ Amount and clarity of info a person gives to another about what and how to do a task (to develop desired skills and to achieve desired outcomes).

■ Typically 3-steps:
  ■ communicating clear expectations and high standards,
  ■ helping the other adjust their behavior in ways that they can meet those expectations and standards, and
  ■ providing a future pathway to more effective functioning

Based on Reeve (2018, p. 139)

Aspects of a structured environment

■ Clear expectations:
  ■ What should I do?
  ■ What represents good performance?
  ■ How good is good enough?

■ Guidance:
  ■ Am I doing this correctly?
  ■ Will I be able to do this well
  ■ How can I improve - how can I do better?

■ Feedback:
  ■ Amount and clarity of info a person gives to another about what and how to do a task (to develop desired skills and to achieve desired outcomes).

Based on Reeve (2018, p. 139)

We learn more from failure than success

Failure produces unique learning opportunities:

■ urges people to identify its causes (and remedy them).
■ prompts people to revise and update the quality of their coping strategies.
■ prompts people to realise their need for advice and guidance.

Based on Reeve (2018, p. 141)

Relatedness

Psychological need to establish close emotional bonds and attachments with other people (caring, responsive, reciprocal, warm relationships).

The desire to be emotionally connected to and interpersonally involved in warm relationships

Based on Reeve (2015, pp. 142-146)

Conditions that satisfy the need for relatedness

■ Responsiveness
  ■ The other person offers understanding, validation, caring

■ Social bond
  ■ The other person cares about my welfare, likes me

Based on Reeve (2015, p. 144)

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

■ Benefits of relatedness need satisfaction
  ■ Engagement, developmental growth, health, and well-being

Based on Reeve (2018, p. 144)
Why relatedness is important

- It provides the social context to:
  - Support internalisation
  - Promote vitality, engagement
  - Promote happiness (prevents loneliness, depression)

Emotions such as sadness, depression, jealousy, and loneliness are telltale signs of a life lived in the absence of intimate, high-quality, relatedness-satisfying social bonds and relationships.

Based on Reeve (2018, pp. 145-146)

Key elements of relatedness support

![Diagram](image)

- Relational Support
  - Individuation
  - Contract Support
  - Cooperate & Teamwork
  - Communication Awareness
  - Monitoring
  - Managing Care
  - Interpersonal Communication

Based on Reeve (2018, Figure 6.6, p. 145)

Quality of a relationship: Exchange relationships

- Between acquaintances or between people who have business together.
- No obligation exists to be concerned with the other’s needs or welfare.
- OK to be neglectful or uncaring of the other’s needs.
- What people in exchange relationships want: Fair deal on material outcomes (time, money).
- Do not satisfy the relatedness psych. need.

Based on Reeve (2018, pp. 145-146)

Quality of a relationship: Communal relationships

- Between people who care about the welfare of the other (e.g., friendships, family, romantic partners).
- Care for the needs of the other, and support the other’s welfare.
- Monitor and keep track of (and actively support the) other’s needs (instead of "keeping score")
- Satisfy the relatedness psychological need.

Based on Reeve (2018, pp. 145-146)

Putting it all together: Social contexts that support psychological needs

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<th>Environmental Condition that Involves the Need</th>
<th>Environmental Conditions that Satisfies the Need</th>
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<td>Autonomy</td>
<td>Opportunities for self-directed</td>
<td>Autonomy support</td>
</tr>
<tr>
<td>Competence</td>
<td>Optimal challenge</td>
<td>Positive feedback</td>
</tr>
<tr>
<td>Relatedness</td>
<td>Social interaction</td>
<td>Communal relationships</td>
</tr>
</tbody>
</table>

Based on Reeve (2015, Table 6.5, p. 146)

Engagement model

The engagement model based on psychological need satisfaction

![Diagram](image)

Based on Figure 6.7 Reeve (2018, p. 147)
What makes for a good day?

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

- Daily autonomy
- Daily competence
- Daily relatedness

Based on Reeve (2015 pp. 180-181)

Summary

- An organismic approach to motivation makes two core assumptions:
  - People are inherently active
  - Psychological needs provide inherent motivation to engage in the environment which sometimes supports and sometimes frustrates the meeting of these needs.

- Psychological needs needs are inherent requirements for optimal growth and well-being:
  - Autonomy
  - Competence
  - Relatedness

Next lecture

- Implicit motives (Ch 07)
- Goal-setting (Ch 08)

References