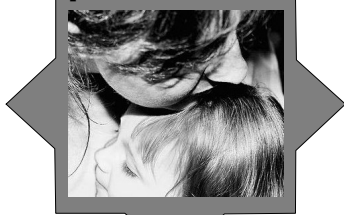MOTIVATION & EMOTION

Psychological needs & implicit motives

Dr James Neill
Centre for Applied Psychology
University of Canberra
2016

Image source

1

Outline –
Psychological needs

- Psychological needs
  - Organismic psychological needs
  - Person-environment dialectic
  - Person-environment synthesis vs. conflict
- Autonomy
  - The conundrum of choice
  - Supporting autonomy
  - Benefits from autonomy support
  - Benefits of giving and receiving autonomy support
- Competence
  - The pleasure of optimal challenge
  - Interdependency between challenge and feedback
  - Optimal challenge and flow
  - Structure
  - Feedback
  - Failure tolerance
- Relatedness
  - Involving relatedness: Interaction with others
  - Studying relatedness: Perception of a social bond
  - Communal and exchange relationships
  - Fruits of relatedness need satisfaction

Based on Reeve (2015, pp. 152-182)

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Overview

1. Psychological needs (Ch 6)
2. Implicit motives (Ch 7)

2

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

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

ABOVE RUDIMENTARY COGNITIVE SKILL

REWARDS DON'T WORK THAT WAY

UNIVERSITY OF CHICAGO

M.I.T

CARNEGIE MELLON

02:45 / 10:48

5

Psychological needs

Reading:
Reeve (2015)
Ch 6

Psychological need

- **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**.

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

6

Psychological needs

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

Person-environment dialectic

The relationship between person and environment is reciprocal (two-way); the environment acts on the person and the person acts on the environment.
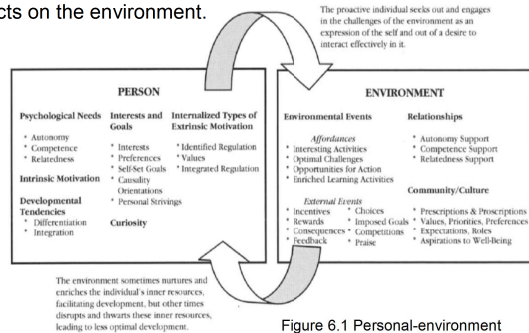

Figure 6.1 Personal-environment dialectical framework Reeve (2015, p. 156)

Psychological needs

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

Person-environment synthesis vs. conflict

Synthesis
(person-environment harmony):

- Engagement
- Developmental growth
- Health
- Well-being

Conflict
(person-environment disharmony):

- Defiance
- Regression
- Decay
- Ill-being

Organismic approach to motivation
Two assumptions:

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

Person-environment dialectic:
- There is dynamic interaction between people and environments.
- The person and the environment are constantly changing towards synthesis or conflict.

Self-determination theory

Psychological needs

Autonomy	Competence	Relatedness

Autonomy

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.

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.

Based on Reeve (2015, pp. 161-167)　　16

Perceived autonomy

Subjective qualities within the experience of autonomy

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.

Based on Reeve (2015, Figure 6.2, p. 159) **14**

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

Based on Reeve (2015, pp. 161-167)　　17

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)　　**15**

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

Based on Reeve (2015, pp. 161-167)　　18

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

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, non-controlling, & 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

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

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

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

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

Based on Reeve (2015, pp. 161-167)

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Example: Study 1

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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Benefits from autonomy support

Motivation	• Autonomy, competence, relatedness • Intrinsic motivation • Mastery motivation & perceived control • Curiousity • Internalised values
Engagement	• Engagement • More positive emotion • Less negative emotion • Better attendance and retention • Persistence
Development	• Self-worth • Creativity • Preference for optimal challenge

Based on Reeve (2015, Figure 6.3, p. 164)

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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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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

Based on Reeve (2015, Figure 6.3, p. 164)

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Involving competence

Key environmental conditions

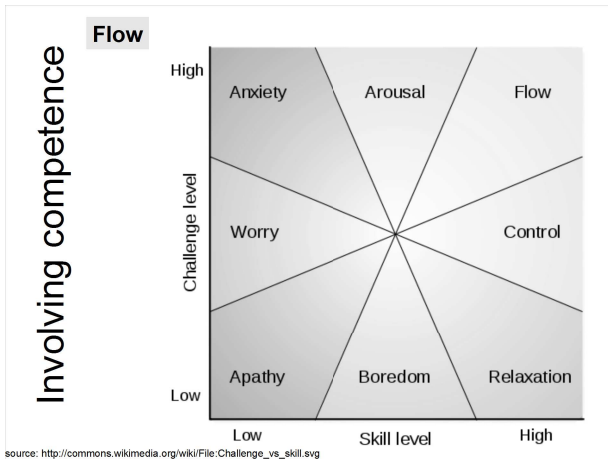| Optimal challenge and flow	• **Flow:** a state of concentration that involves a holistic absorption in an activity
Structure	• Information about the pathways to desired outcomes • Support & guidance for pursuing these pathways
Feedback	• Setting the stage for challenge • Performance feedback
Failure 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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Slide (Flow)

Flow

Involving competence

Challenge level: High / Low
Skill level: Low / High

Anxiety	Arousal	Flow
Worry		Control
Apathy	Boredom	Relaxation

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

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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

Based on Reeve (2015, pp. 174-178)

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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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Putting it all together: Social contexts that support psychological needs

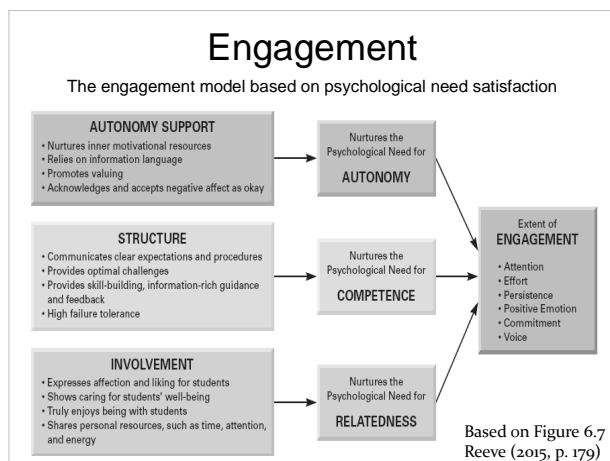Environmental factors that involve and satisfy psychological needs

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

Based on Reeve (2015, Table 6.4, p. 178)
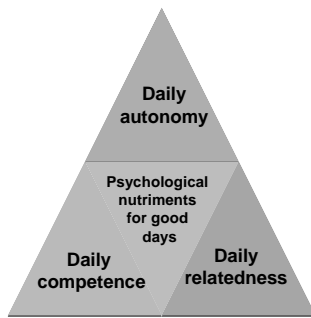
35

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.

Based on Reeve (2015, pp. 174-178)

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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

Based on Figure 6.7
Reeve (2015, p. 179)

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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Outline –
Implicit motives

- Implicit needs
- Acquired needs
  - Social needs
  - How implicit motives, as acquired psychological needs, motivate behaviour
- Achievement
  - Origins of the need for achievement
  - Atkinson's model
  - Achievement for the future
  - Dynamics-of-action model
  - Conditions that involve and satisfy the need for achievement
- Affiliation
  - The duality of affiliation motivation
  - Conditions that involve the affiliation and intimacy duality
  - Conditions that satisfy the affiliation need
- Power
  - Conditions that involve and satisfy the need for power
  - Power and goal pursuit
  - Is the implicit power motive bad?
  - Four additional social needs

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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.

Self-determination theory needs are inherent requirements for optimal growth and well-being:

- Autonomy
- Competence
- Relatedness

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Implicit needs

Definition: Enduring, non-conscious needs that motivates a person's behavior toward attaining 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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Implicit motives

Reading: Reeve (2015) Ch 7

Social needs

Definition: Acquired psychological process that grows out of one's socialisation history and that activate **need-relevant incentive**.

Examples:
- Achievement
- Affiliation
- Power

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Primary social incentives

These social incentives activate 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

Based on Reeve (2015, Table 7.1, p. 188)

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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.

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

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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
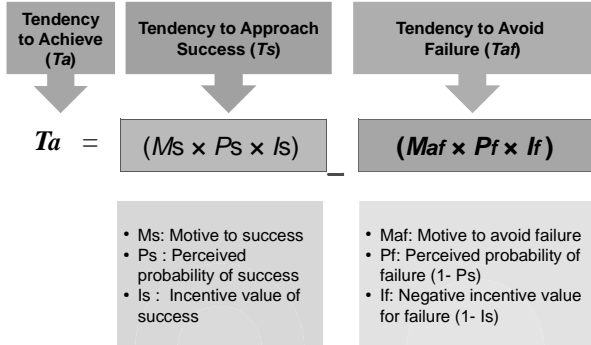Approach behaviors and desire for mastery of the standard.

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

Based on Reeve (2015, Figure 7.1, p. 191)

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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)

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

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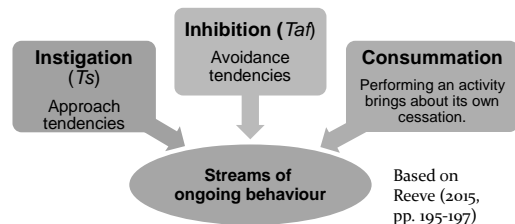
High- vs. low-need achiever
- Approach- vs. avoidance-oriented emotions
- Differences in choice, latency, effort, persistence, and willingness to take personal responsibility for successes and failures

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

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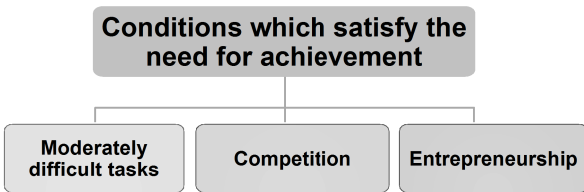
Based on Reeve (2015, pp. 197-198)

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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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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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Power

Based on Reeve (2015, pp. 202-205)

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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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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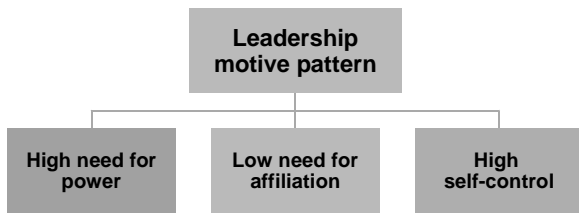## Example of Power Motive: 1968 BBC Interview with Rupert Murdoch
(6 mins)

https://www.youtube.com/watch?v=wtcq8RDDPFU

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Leadership motive pattern

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

```
        ┌─────────────────────┐
        │    Leadership       │
        │   motive pattern    │
        └─────────────────────┘
         │          │          │
┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│ High need for│ │ Low need for │ │    High      │
│    power     │ │ affiliation  │ │ self-control │
└──────────────┘ └──────────────┘ └──────────────┘
```

Based on Reeve (2015, pp. 205-207)

55

References

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

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Summary

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

- Achievement
- Affiliation
- Power

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Open Office Impress

- This presentation was made using Open Office Impress.
- Free and open source software.
- http://www.openoffice.org/product/impress.html

59

Next lecture

- Extrinsic motivation (Ch 5)
- Goal-setting Ch 8)

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