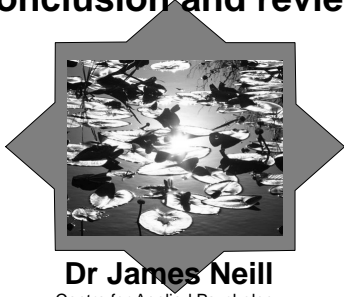


MOTIVATION & EMOTION

Conclusion and review



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Image source
1

Outline – Conclusion and review

1. Conclusion (Ch 16)
2. Review
 1. Unit objectives
 2. Generic skills
3. Feedback
4. Book options

2

Conclusion

**Reading:
Reeve (2009)
Ch 16
(pp. 447-464)**



3

Scenario

Your neighbour drops by looking like she is at the end of her tether :(Her teenage daughter is doing very poorly in school and is even considering dropping out. Your neighbour's face turns serious as she seeks your advice, "What can I do? **How can I motivate my daughter?**". After participating in a 3rd year psychology unit at university, it has come down to this – to a knock on the door and the distressed face of a concerned parent. **What can you recommend?**

Based on Reeve (2009, p. 447)

4

Three objectives

- **Causes:** Diagnose why the person is now experiencing these motivational problems
- **Sources of motivation:** Identify the key sources of the person's motivation
- **Strategies:** Apply your knowledge of motivation to solve these motivational problems

Based on Reeve (2009, pp. 456-457)

5

Outline – Conclusion

- **Understanding & applying motivation**
 - Explaining motivation: Why we do what we do
 - Predicting motivation: Identifying antecedents
 - Applying motivation: Solving problems
- **Motivating self & others**
 - Motivating self
 - Motivating others
 - Feedback on how the effort to motivate self and others is going
- **Designing motivational interventions**
 - Four case studies
 - Four success stories
- **Wisdom gained from a scientific study of motivation and emotion**

Based on Reeve (2009, p. 447) 6

Understanding & applying motivation

Three objectives

EXPLAIN

why people do what they do

PREDICT

how conditions will affect motivation and emotion

APPLY

motivational principles to solve practical problems

Based on Reeve (2009, p. 448)

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Explaining motivation: Why we do what we do

Motivation theories

explain

Reasons for behaviour

Why we do what we do
Why we want what we want

Motivational states

How motives intensify, change, and fade

Based on Reeve (2009, p. 449)

8

Predicting motivation: Identifying antecedents

Which antecedent conditions energise and direct behaviour?

Environmental

Interpersonal

Intrapsychic

Physiological

Motivation & Emotion

Based on Reeve (2009, p. 449-450)

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Applying motivation: Solving problems

Two questions

- How do I motivate myself?
- How do I motivate others?

Solving motivational problems

- Amplifying strengths
- Improving functioning
- Repairing weaknesses
- Overcoming pathology

Based on Reeve (2009, pp. 450-451)

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Motivating self and others

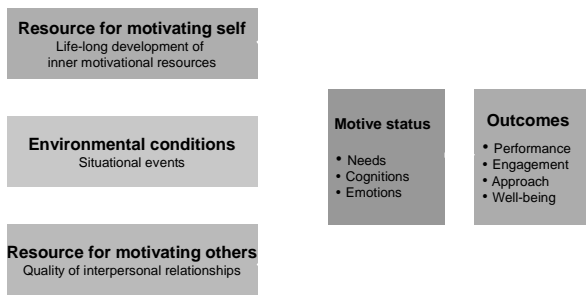
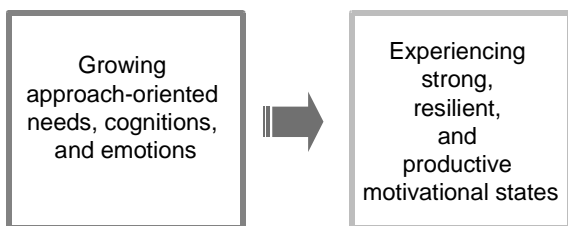


Figure 16.1 Framework to think about motivating self and motivating others
Based on Reeve (2009, p. 453)

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Motivating self

Nurturing resources for motivating self: Life-long development of productive Inner motivational resources

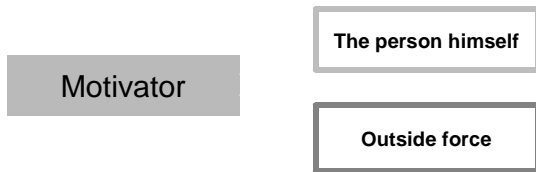


Based on Reeve (2009, pp. 451-453)

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Motivating others

Who is motivating the person?



Based on Reeve (2009, pp. 453-455)

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Four case studies

Apply the three objectives (causes, sources of motivation, and strategies) to each of the four case studies:

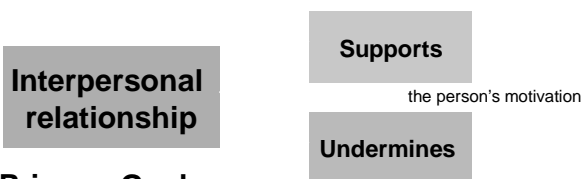
- **Child at home:** finds it difficult to generate motivation to engage in an uninteresting, devalued course of action
- **Employee at work:** Salesperson faced the challenge of maintaining her confidence, interest, optimism, and hope in the face of frequent failure and burnout
- **Athlete or musician:** wants to develop talent and enhance performance, but is having a difficult time doing so
- **Medical patient:** faced the difficult, energy-demanding task of initiating and maintaining a lifestyle change.

Based on Reeve (2009, p. 457)

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Motivating others

Is the social context supporting the person's personal causation and inner motivational resources?



Primary Goal

Enhancing the other's capacity for personal causation
(**NOT** producing compliance or a predetermined pattern of desired behaviour)

Based on Reeve (2009, pp. 453-455)

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Feedback on how the effort to motivate self and others is going

Feedback mechanism

Emotions

- Interest
- Enjoyment
- Optimism
- vs.
- Apathy
- Anger
- Pessimism

Overt behaviours

- Intense effort
- Long persistence
- Short latency to begin
- High probability of occurrence
- etc.

Well-being

- Changes in vitality and well-being

Based on Reeve (2009, p. 455)

16

Designing motivational interventions

Four success stories:

1. Attaining personal goals
2. Motivating students
3. Suppressing the urge to smoke
4. Autonomy-supportive parenting

Based on Reeve (2009, pp. 456-464)

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Success stories

Attaining personal goals

Self-concordant goals

Goals: What people want to accomplish
Self-Concordance: Why people are pursuing these particular goals

Clear implementation intentions

How people plan to reach the goals



High levels of goal progress, accomplishment, and positive affect

Based on Reeve (2009, pp. 457-464)

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Success stories: Attaining Personal Goals

- Students list goals to attain this semester
- Also rate extent to which goals reflect personal interests and values
- Self-management plans identifying sources of distraction and counter-behaviours
- 62% of goals completed – sig. higher for self-concordant goals with implementation plans
- Take-home message: Goals, self-concordance, implementation plans → success

Based on Reeve (2009, pp. 459-460)

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Success stories: Motivating students

- Poor school attendance and performance
- Intervention: Activities to bolster personal causation (perceived autonomy) in regard to schoolwork
- Personal causation → Achievement motivation → Achievement
- Long-term effects

Based on Reeve (2009, pp. 460-462)

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Success stories: Suppressing the urge to smoke

- Nicotine → Dopamine (reinforcement)
- Intervention: Nicotine blocker + low dopamine release → decreased urge to smoke

Based on Reeve (2009, pp. 462-463)

21

Success stories: Autonomy-supportive parenting

- Jennifer, 10, danced since 4, but now wants to do team sports with her friends
- Parents supported Jennifer's strivings and autonomy (avoiding amotivation/learned helplessness and aggressive reactance)
- Jennifer later requested to return to dance
- Parents motivated daughter by providing a relationship that supported and affirmed daughter's capacity for self-determination and autonomous self-regulation

Based on Reeve (2009, pp. 460-462)

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Wisdom gained from a scientific study of motivation & emotion

1. Human nature can be discovered using **scientific methods**
2. **What we don't know** about motivation and emotion exceeds what we do know
3. The **brain** is as much about motivation and emotion as it is about cognition and thinking
4. We routinely underestimate how powerful a motivational force **biological urges** can be when we are currently not experiencing them
5. The **quality** of one's motivation matters as much as does its quantity
6. To flourish, motivation needs supportive conditions, especially **supportive relationships**
7. We share many of the same **needs**, while other needs are acquired through experience
8. We do not do our best when we "try to do our best"; rather, we do our best when **pursue a difficult, specific goal**

Based on Reeve (2009, p. 464)

23

Wisdom gained from a scientific study of motivation and emotion

9. The **cognitive pillars** of motivated action are "I can do it" and "It will work."
10. Boosting **self-esteem** is a poor motivational strategy.
11. All **emotions are good**.
12. **Emotions are biological, cognitive, and social reactions** to important events in our life.
13. **Happiness** lies in our genes and in what we choose to strive for.
14. **We are not always consciously aware** of the motivational basis of our behaviour.
15. **Encouraging growth** is more productive than is trying to cure weakness.
16. There is nothing so practical as a **good theory**.

Based on Reeve (2009, p. 464)

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Learning outcomes

Students will be able to:

integrate

theories and

current **research**

towards **explaining** the role of

motivation and emotions

in **human behaviour**.

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Generic skills

Generic skill	Description	Assessment
Communication	The ability to present knowledge, ideas and opinions effectively and communicate within and across professional and cultural boundaries	Textbook chapter, multimedia presentation
Working independently and with others	The ability to plan their own work, be self-directed, and use interpersonal skills and attitudes to work collaboratively	Textbook chapter, quizzes
Professionalism and social responsibility	The capacity and intention to use professional knowledge and skills ethically and responsibly, for the benefit of others and the environment	Textbook chapter, multimedia presentation

Review and feedback

- What worked for you?
- What didn't work so well for you?
- How could this unit be improved?
- Please put honest views in the Unit Satisfaction Survey
- Also feel free to contact me directly with your feedback about any aspect of the unit

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Ideas and suggestions

-

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References

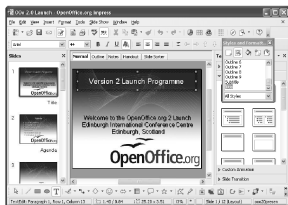
- Reeve, J. (2009). *Understanding motivation and emotion* (5th ed.). Hoboken, NJ: Wiley.

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