

Psychological & social needs



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Image source
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Psychological need

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

Based on Reeve
(2009, pp. 142-143)

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Overview



1. Personal needs
2. Social needs



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Organismic approach to motivation

Two assumptions:

People are inherently active.

Person-environment dialectic.

Based on Reeve (2009, p. 143)

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Psychological needs

Reading:
Reeve (2009)
Ch 6



Person-environment dialectic

In dialectic, the relationship between person and environment is reciprocal (two-way); the environment acts on the person and the person acts on the environment. Both the person and the environment constantly change.

Figure 6.1 Personal-environment dialectical framework in motivation study Reeve (2009)

Self-determination theory

Three psychological needs

Autonomy

Competence

Relatedness

Based on Reeve (2009, p. 145)

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The conundrum of choice

Not all choices promote autonomy.

Based on
Reeve (2009, p. 145)

“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

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Autonomy

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

Based on Reeve (2009, p. 145)

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.

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Supporting autonomy: Definitions

Based on
Reeve (2009, Table 6.1)

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

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Perceived autonomy

Figure 6.2 Three subjective qualities within the experience of autonomy (Reeve, 2009)

Perceived Autonomy

Internal perceived locus of causality

An individual’s understanding of the causal source of his or her motivated actions

Volition (Feeling free)

An unpressured willingness to engage in an activity

Perceived choice over one’s actions

Sense of choice in environments that provide decision-making flexibility that affords many opportunities to choose

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Supporting autonomy: Enabling condition

Based on
Reeve (2009, Table 6.1)

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

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Supporting autonomy: Instructional behaviours

Based on Reeve (2009, Table 6.1)

Autonomy support

- Nurtures inner motivational resources
- Relies on informational language
- Promoting valuing
- 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

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Four essential ways of supporting autonomy

Based on Reeve (2009 p. 151)

3. Promotes explanatory rationales

Autonomy-supportive motivators

- Communicate the value, worth, meaning, utility, or importance of engaging in uninteresting tasks
- Using a "because" phrase to explain why the uninteresting activity is worth the other's time and effort



Controlling motivators

- Do not take the time to explain the use of importance in engaging in these sorts of activities
- - Saying "Just get it done" or "Do it because I told you to do it"

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Four essential ways of supporting autonomy

Based on Reeve (2009, p. 149)

1. Nurtures inner motivational resources

Autonomy-supportive motivators

- Encourage initiative on others by identifying their interests, preferences, and competences.
- Find ways to allow others to behave in ways that express those interests, preferences, and competences.



Controlling motivators

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

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Four essential ways of supporting autonomy

Based on Reeve (2009, pp. 151-152)

4. Acknowledges and accepts negative feedback.

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 a cause of the negative affect and resistance



Controlling motivators

- Ignore the other's expressions of negative affect and resistance
- Try to change the negative affect into something more acceptable

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Four essential ways of supporting autonomy

Based on Reeve (2009 pp. 150-151)

2. Relies on informational language

Autonomy-supportive motivators

- Treat listlessness, poor performance, and inappropriate behaviour as motivational problems to be solved
- Address the motivational problem with flexible and informational language
- - Diagnose the cause of the motivational problems
- - Communicate feedback to identify points of improvement and progress



Controlling motivators

- Use a pressuring, rigid, and "no nonsense" communication style

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Moment-to-moment autonomy support

Based on Reeve (2009, Table 6.2, p. 152)

Table 6.2 What autonomy-supportive and controlling people say and do to motivate others

- 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

- Hold/hog learning materials
- Show correct answers
- Tell correct answers
- Speak directives, commands
- Should, must, have to statements
- Ask controlling questions
- Seem demanding

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Benefits from autonomy support

| | |
|--------------------|---|
| Motivation | <ul style="list-style-type: none"> • Autonomy, Competence, Relatedness • Intrinsic Motivation • Mastery Motivation & Perceived Control • Curiosity • Internalised Values |
| Engagement | <ul style="list-style-type: none"> • Engagement • Positive Emotion • Less Negative Emotion • Class Attendance • Persistence • School Retention vs. Dropping Out |
| Development | <ul style="list-style-type: none"> • Self-Worth • Creativity • Preference for Optimal Challenge |

Based on Reeve (2009), Figure 6.3

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Two illustrations

Based on Reeve (2009)

Study 2

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

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

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Benefits from autonomy support

| | |
|---------------------------------|--|
| Learning | <ul style="list-style-type: none"> • Conceptual Understanding • Deep Processing • Active Information Processing • Self-Regulation Strategies |
| Performance | <ul style="list-style-type: none"> • School Retention vs. Dropping Out • Grades Task Performance • Standardised Test Scores |
| Psychological Well-being | <ul style="list-style-type: none"> • Psychological Well-Being • Vitality • School/ Life Satisfaction |

Based on Reeve (2009), Figure 6.3

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Competence

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

Based on Reeve (2009, pp. 154-155)

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Two illustrations

Based on Reeve (2009)

Study 1

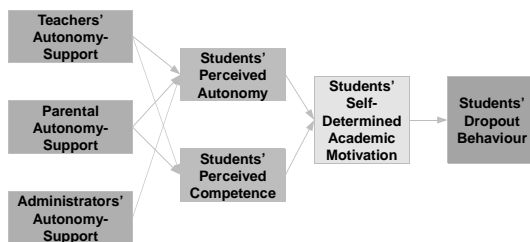


Figure 6.4 Motivational Model of High-School Dropouts, p. 154

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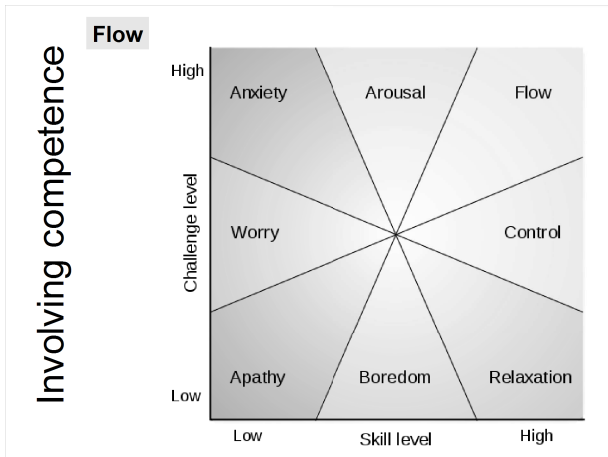
Involving competence

Key Environmental Conditions

Based on Reeve (2009, pp. 155-159)

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

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Relatedness

- Involving Relatedness: Interaction with Others** • Emotionally positive interactions and interaction partners
- Supporting Relatedness: Perception of a Social Bond** • Intimate and High-Quality Relationships that involve 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
- Internalisation** • Relationships that provide a rich supply of relatedness need satisfaction and clear and convincing rationale for the other's prescriptions and proscriptions

Based on Reeve (2009, pp. 162-165) **28**

Supporting competence

Based on Reeve (2009, pp. 159-161)

Positive Feedback

Four Sources

- Task itself
- Comparisons of one's current performance with one's own past performance
- Comparisons of one's current performance with 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

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Putting it all together: Social contexts that support psychological needs

Table 6.4 Environmental Factors that Involve and Satisfy the 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 (2009) **29**

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 (2009, p. 161) **27**

Engagement

Figure 6.6 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

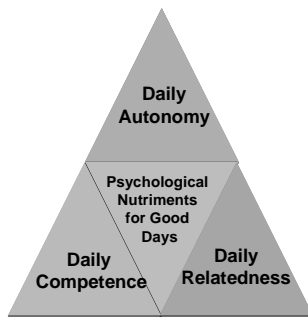
Nurtures the Psychological Need for **RELATEDNESS**

Extent of ENGAGEMENT

- Attention
- Effort
- Persistence
- Positive Emotion
- Commitment
- Voice

Based on Reeve (2009)

What makes for a good day?



Based on
Reeve (2009
pp. 167-168)

Psychological Nutriment necessary for
Good Days, Positive Well-Being, and Vitality

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Social needs

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

Examples:

- Achievement
- Affiliation
- Intimacy
- Power

Based on
Reeve (2009,
p. 173)

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Social needs



Reading:
Reeve (2009)
Ch 7

Primary need-activating incentive

Table 7.2

Incentive That Activates Each Social Need's Emotional and Behaviour Potential

| Social need | Incentive that activates each need |
|--------------------|--|
| Achievement | Doing something well to show personal competence |
| Affiliation | Opportunity to please others and gain their approval |
| Intimacy | Warm, secure relationship |
| Power | Having impact on others |

Based on
Reeve (2009,
p. 175)

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Quasi-needs

Definition: Ephemeral, situationally induced wants that create tense energy to engage in behaviour capable of reducing the built-up tension.

Examples:

- needing money at the store
- a Band-Aid after a cut
- an umbrella in the rain

Based on Reeve (2009, pp. 173)

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Achievement

Based on
Reeve (2009,
pp. 175-176)

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-oriented Emotions vs. Avoidance-oriented Emotions
- Differences in Choice, Latency, Effort, Persistence, and Willingness to take personal responsibility for successes and failures

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Origins of the need for achievement

Socialisation influences

- Parents' independence training, high performance aspirations, realistic standards of excellence, positive valuing of achievement-related pursuits, etc.

Cognitive influences

- Perceptions of high ability
- Mastery orientation
- High expectations for success
- Strong valuing of achievement
- Optimistic attributional style

Based on
Reeve (2009,
pp. 176-178)

Developmental influences

- Achievement-related beliefs, values, and emotions all show predictable developmental patterns.

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Conditions that involve & satisfy the need for achievement

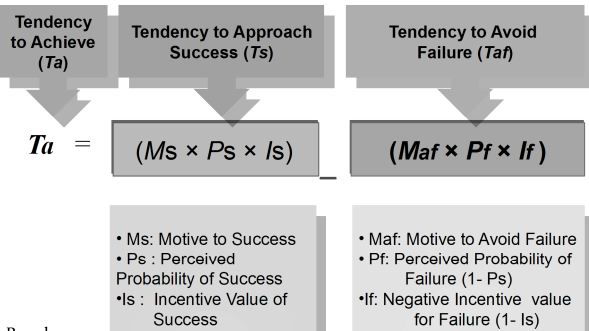
Three Conditions



Based on Reeve (2009, pp. 182-183)

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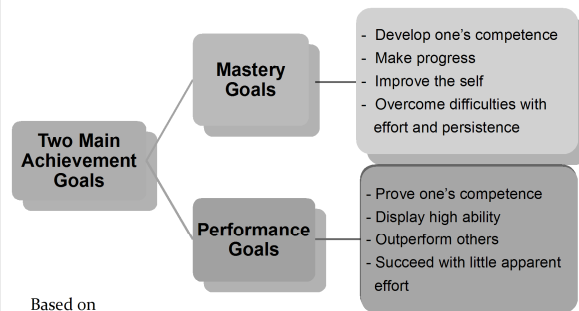
Atkinson's model



Based on
Reeve (2009,
pp. 178-180)

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Achievement goals



Based on
Reeve (2009,
pp. 183-184)

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Dynamics-of-action model

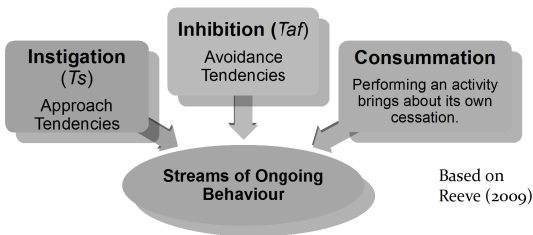
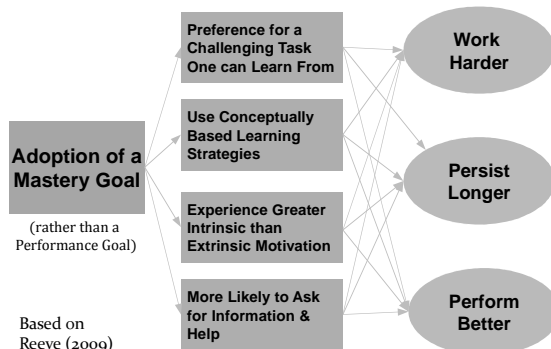


Figure 7.1 Streams of Behaviour for People High and Low in Ms and Maf

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 nonachievement task occurs with rising consumption.

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Benefits of adopting mastery goals



Based on
Reeve (2009)

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Achievement goals in the classroom (Ames & Archer, 1988)

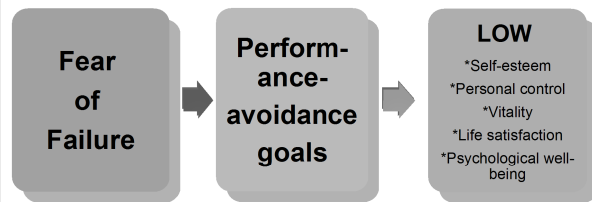
Table 7.4 Manifestations of Mastery and Performance Goals in the Classroom Context

| Classroom Dimension | Mastery Goal | Performance Goal |
|----------------------------|---------------------------|---|
| Success defined as | Improvement, progress | High grades, high normative performance |
| Value placed on | Effort, learning | Normatively high ability |
| Reasons for satisfaction | Working hard, challenge | Doing better than others |
| Teacher oriented toward | How students are learning | How students are performing |
| Views errors or mistake as | Part of learning | Anxiety eliciting |
| Focus of attention | Process of learning | Own performance relative to others' performance |
| Reasons for effort | Learning something new | High grades, performing better than others |
| Evaluation criteria | Absolute progress | Normative |

Based on Reeve (2009, p. 186)

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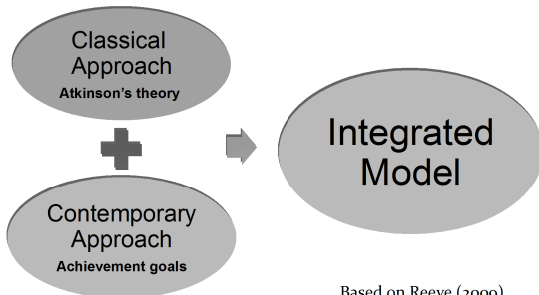
Avoidance motivation & well-being



Based on Reeve (2009, pp. 187-189)

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Integrating classical & contemporary approaches to achievement motivation

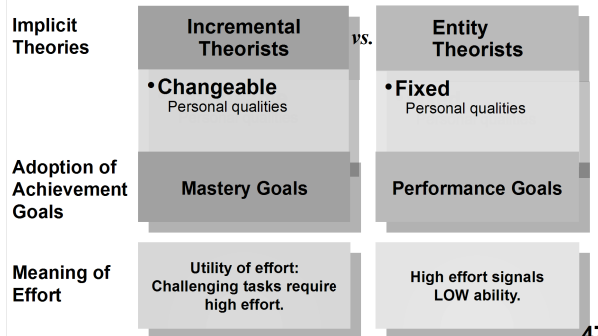


Based on Reeve (2009)

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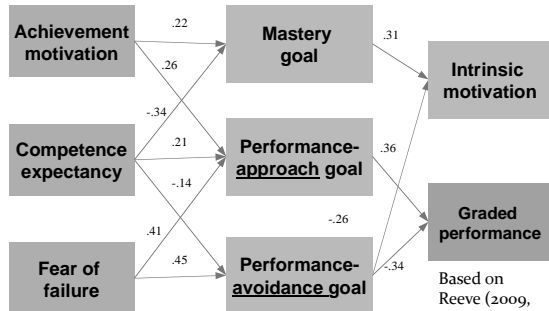
Implicit theories

Based on Reeve (2009, pp. 189-191)



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Antecedents & consequences of the three achievement goals (Elliot & Church, 1997)



Based on Reeve (2009, p. 186)

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Affiliation and intimacy

Table 7.7 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 (2009, p. 192)

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Conditions that involve & satisfy the affiliation and intimacy needs

Based on
Reeve (2009,
pp. 193-195)

**Need-
Involving
Condition**

**Need-
Satisfying
Condition**

Affiliation Need

'Deficiency-oriented
motive'

Deprivation from social
interaction: Social
isolation and fear

Social acceptance,
approval, and
reassurance

Intimacy Need

'Growth-oriented
motive'

Interpersonal caring,
warmth, and love

Relatedness within a
warm, close,
reciprocal & enduring
relationships

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Next lecture

- Intrinsic-extrinsic motivation and Goal-setting (Ch 5 & Ch 8)

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Power

Based on
Reeve (2009,
pp. 196-198)

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.

Leadership Motive Pattern

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

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References

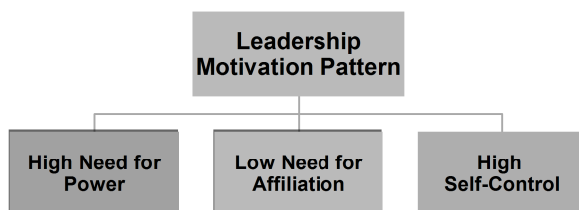
- Reeve, J. (2009). *Understanding motivation and emotion* (5th ed.). Hoboken, NJ: Wiley.

Note: Image credits are in the slide notes

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Leadership motive pattern

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



Based on Reeve (2009, pp. 198-199)

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