Motivation

- **Motivation** - the process by which activities are started, directed, and continued so that physical or psychological needs or wants are met.

- **Intrinsic motivation** – pursuit of an activity for its own sake

- **Extrinsic Motivation** – pursuit of an activity for external rewards; money or fame
Motivation: Instinct approaches

- **Instincts** – biologically determined & innate patterns of behavior (people & animals)

- **Instinct approach** – people are governed by instincts similar to animals

- **Need** – a requirement of some material that is essential for survival (food/H2O)

- **Drive** – a psychological tension and physical arousal arising when; there is a need that motivates the organism to act in order to; fulfill the need and reduce the tension.

- **Drive-reduction Theory** – behavior arises from physiological needs that cause internal drives to push the organism to satisfy the need and reduce tension and arousal.

- **Primary Drives**- need of the body (hunger & thirst)

- **Secondary Drives** – learned through experience or conditions, money or social approval.

- **Homeostasis** – the tendency for the body to maintain a steady state.
3 Types of Needs

• **Achievement** – succeed in attaining goals – realistic & challenging

• **Affiliation** – friendly social interactions and relationship

• **Power** – to have control or influence over others
Motivation

• **Thematic Apperception Test (TAT)**
  – Projective test
  – Asks respondents to interpret a series of drawings showing scenes of people
  – Usually scored for unconscious motives
    • Need for achievement
    • Power or affiliation

• What is happening?
What is Happening?
The Effects of Work on Motivation*

**Working Conditions**

- Work feels meaningful
- Employees have control over many aspect of their work
  - Setting hours for work
  - Decision making
- Tasks are varied rather than repetitive
- The company maintains clear and consistent rules
- Employees have supportive relationships with superior and coworkers
- Employees receive useful feedback about their work;
  - know what they did good
  - Know what they need to improve
- Company offers opportunity for its employees to learn and advance
  - Incentive pay
The Importance of Goals*

3 Conditions to improve your motivation & performance

1) Goals is specific
   - Vague - “Doing your best”
   - Specific – “I will write 4 pages of paper today”

2) Goal is challenging but achievable
   - Work for tough goals but realistic

1) Goal is framed so get what you want rather than avoid what you don’t want
   - Approach goals – goals for desired outcomes or experiences; learning to scuba dive
   - Avoidance goals – goals to avoid unpleasant experiences; not to look foolish
The Effects of Motivation on Work*

• **Performance goals**
  – To perform well in front of others, being judged favorably, avoiding criticism

• **Master (learning) goals**
  – To increase one’s competence and skills

• **Study of 128 Anglo, African – American and Hispanic 5th graders**
  – Worked independently on puzzles
  – All were praised for “done well”
  – Some also told “You must have worked hard at these problems”
  – Some also told “you must be smart about these problems”
  – Then given 4 more minutes to complete a harder puzzle – told “had done a lot worse”

• **Children were asked**
  – 1) Which they liked better;
    • Performance – “doing easy puzzles not getting them wrong”
    • Mastery – “doing one’s they’ll learn a lot from even if don’t look smart”
  – 2) What was their desire to persist on the problems and enjoyment
The Outcome

• If reward smart instead of effort—
  – Lost pleasure of learning and focused on ability
  – After failed the second set of problems - Tended to give up on subsequent ones
  – Enjoyed them less
  – Performed worse than children praised for efforts

• 70% who were praised for their intelligence later chose performance goals rather than learning goals; **Compared to**
  10% of children who were praised for their efforts **AND**
  More likely to lie about their performance to others
Focus on Performance or Learning*

• Performance –
  – “I don’t want to look foolish.”
  – “I don’t care about the material, I just want an A.”

• Learning –
  – “I really want to understand PSY 1000 so I will better understand more advanced PSY classes.”
  – “I’ll beat that game next time.”
The Effects of Motivation on Work

Expectation and Self-Efficacy

How hard you work for something depends on your expectation.

Study

Young women were asked to solve 15 anagram puzzles. Before begin; asked to estimate their chances of solving the puzzles.
½ started with easy anagrams
½ began with insoluble ones
both last 10 the same

Those who started with easy ones:
    Confidence increased with success so completed more

Those who started with difficult ones
    Gave up; believed they could solve none

• Self-fulfilling prophecy
    – An expectation that comes true
    – due to the tendency of the person holding it
    – to act in ways that bring it about

• Self Efficacy
    – A person’s belief that they are capable of producing desired result;
    – master of new skill or reach a goal
Self-Fulfilling Prophecy

Prophecy: “I’ll never learn this stuff”

Prophecy fulfilled; person doesn’t learn the stuff

Person doesn’t study adequately or enough

Person gives up trying
Theories of Motivation

• Arousal
• Incentive
• Humanistic
• Self Determination
Motivation: Arousal Approaches

- **Stimulus motive** – unlearned but causes an increase in stimulation
  - curiosity

- **Arousal theory** – people have optimal level of tension that they seek to maintain by increasing or decreasing stimulation.

- **Yerkes-Dodson Law** –
  - Performance is related to arousal;
    - moderate levels of arousal lead to better performance
  - This effect varies with the difficulty of the task;
    - easy tasks require a high-moderate level
    - more difficult tasks require a low-moderate level

- **Sensation seekers** – need more arousal than others
  - thrill seekers
  - race car drivers
  - sky divers
Motivation: Incentive Approach

- **Incentives** – thing that attract or lure people into action

- **Incentive approaches** – behavior is a response to the external stimulus & rewards

- **Expectancy -value Theories** – actions cannot be predicted or understood without understanding the beliefs, value, and importance that a person attaches to those beliefs and values at any given moment in time.
Motivation: Humanistic Approaches

- Maslow
- **Self-actualization** – a point seldom reached
  satisfaction of lower needs & achieve human potential

- **Peak experiences** – times in person’s life; self actualization temporarily achieved
Motivation: Humanistic Approaches

• **Self-determination Theory** – social context of an action has an effect on the type of motivation existing for the action

1. **Autonomy** - in control of one’s behavior
2. **Competence** – mastery of challenges in life
3. **Relatedness**- sense of belonging, intimacy and security
Quick Quiz 1 of 2

1) Horatio wants to earn a black belt in karate. Which way(s) of thinking about this goal are more likely to help him reach it:

A. I should do the best that I can
B. I should be sure not to lose many matches
C. I will set specific goals that are tough but attainable
D. I will set specific goals that I know I can reach easily
E. I will strive to achieve key milestones on the way to my goal

2) Ramon and Ramona are learning to ski. Every time she falls, Ramona says, “This is the most humiliating experience I’ve ever had! Everyone is watching me behave like a klutz”. When Ramon falls he says, &%#%^! I’ll show these skis who’s boss!” why is Ramona more likely than Ramon to give up?

A) She is a klutz
B) She is less competent at skiing
C) She is focused on learning
D) She is focused on performance
Quick Quiz 2 of 2

3) Which of these factors significantly increase work motivation?

A) Specific goals  
B) Regular pay  
c) Feedback  
D) General goals  
E) Being told what to do  
F) Being able to make decisions  
G) The chance of promotion  
H) Having routine, predictable work

4) An employer is annoyed by the behavior of an employee and is thinking of firing her. Her work is competent, but she rarely arrives on time, doesn’t seem as motivated as others to do well. And has begun to take an unusual number of sick days. The boss has decided she is lazy and unmotivated. What guidelines of critical thinking is the boss overlooking. And what information should the boss consider before taking this step?
Motives, Values and Well-Being*

Choices must be made

1) **Approach - approach conflicts** –
   - Attracted to 2 or more goals
     - Vet and a rock star
     - Go to movies and study

1) **Avoidance – avoidance conflicts**
   - Choose between the lesser of two evils
     - Novice parachute jumper;
     - Fear of jumping and fear of losing face if not jump

1) **Approach – avoidance conflicts**
   - A single activity or goal has both a positive and a negative aspect
     - Want to be a powerful CEO, but worry about losing your friend if you succeed
     - Wants to become a marine biologist; friends think scientists are nerds
Avoidance - Avoidance

"C'mon, c'mon—it's either one or the other."
Quick Quiz

1) A Pakistani student says she desperately wants an education and a career as a pharmacist, but she also does not want to be disobedient to her parents, who have arranged a marriage for her back home. Which kind of conflict does she have?

2) Susan just got her law degree. She wants to work in environmental law, but a corporate firm specializing in real-estate contracts has offered her a job and an enormous salary that seems too good to refuse. Why should she think carefully and critically in making a decision?
The Hungry Animal: Motives to Eat

The biology of weight

• Set point –
  – a genetically influenced weight range for an individual;
  – maintained by biological mechanisms that regulate food intake, fat reserves & metabolism
    • Weight maintained when not trying to gain or lose weight
    • About 10% +/- of body weight
    • 150 lb woman can weight 135 to 165

• Complex interchange between basal metabolism rate (rate burn calories)
  – A heavy person reduces calories – body will slow metabolism to conserve
  – A slim person increased calories – body will speed up metabolism to burn weight

• Set point theory study:
  – Twins raised apart similar body weight and shape
  – Weight gain in same places; waist, hips or thighs
Set Point
The Hungry Animal: Motives to Eat

- Leptin - hormone that maintains body weight –
  - send message to hypothalamus regulate weight
- Obese (ob) - gene that keeps leptin levels low = obesity

25% of children and teenagers are overweight
- Fat people getting fatter; thin people staying the same
- Americans over 100 pounds overweight has quadrupled since 1980s
Culture, Gender and Weight

1) Increased abundance of fast food; inexpensive and very high calories
2) The habit of eating high – calorie food on the run rather than in leisurely meals
3) The use of energy saving devises; remote controls
4) The speed and convenience of driving rather than walking or biking
5) The growing sizes of typical servings of food and drink
6) The preference for watching television and videos rather than being active

• So…….. Calorie consumption up and exercise is down = overweight
Gender and the Ideal Body
The Body as Battleground: Eating Disorders

• **Bulimia** –
  - Binge – purge cycle
  - Excessive eating (binging);
  - Use of laxatives and / or vomiting (purging)
  - Excessive exercise

• **Anorexia** –
  - Fear of being fat;
  - Distorted body image;
  - Radically reduced consumption of food
  - Emaciation

• **Men** – Muscle dysmorphia

• **Why eating disorders**
  - Anxiety
  - Depression
  - Perfectionism
  - Low self esteem

• **Who**
  - Dancers – ballerinas
  - Athletes – gymnasts
  - Actors
  - Jockeys
  - Models

Lara Flynn Boyle has always denied that she has an eating disorder. Where is the line between being fashionably thin and being dangerously gaunt?
Quick Quiz

1) True or False: Most fat people are heavy because their emotional problems cause them to overeat.

2) What theory seems to explain why thin people rarely become fat and fat people have so much trouble losing weight?

3) Which hormone helps regulate appetite by telling the hypothalamus that the body has stored enough fat?

4) Rising rates of overweight and obesity can best be explained by:
   a) Genetic changes over the past few decades
   b) A lack of willpower
   c) An abundance of high-calorie food and sedentary lifestyle
   d) Increase of eating disorders

5) Bill, who is thin, reads in the newspaper that genes set the range of body weight and shape. “Oh, good. Now I can eat all the junk food I want; I was born to be skinny.” What is wrong with Bill’s conclusion?
Emotion

1. **Physiological** - changes in face, brain and body
2. **Cognitive** – process such as interpretation of events
3. **Cultural** – influence that shape the experience & expression of emotions

**Emotion** – The “feeling” aspect of consciousness, characterized by:
- a certain physical arousal, a certain behavior that;
- reveals the emotion to the outside world, and
- an inner awareness of feelings.
Elements of Emotions 1: The Body*

• **Primary emotions** –
  – Emotions considered to be universal and biologically based
  – Include: fear, anger, sadness, joy, surprise, disgust & contempt
  – Pride newly added

• **Secondary emotions** –
  – Emotions that develop with cognitive maturity and
  – Vary across individuals and cultures
The Universal Face of Emotion*

Human facial expressions—the smile, the frown, the grimace, the glare—are, he said, as wired in as the wing fluter of a frightened bird, the purr of a contented cat, or the snarl of a threatened wolf. Such expressions evolved because they allowed our forebears to tell at a glance the difference between a friendly stranger and a hostile one. They make it possible for us to signal our feelings and intentions to others, and they serve as the first means of communication between the mother and her infant.” Darwin was right on all counts.

Universal Expressions of Emotion. Modern psychologists have supported Darwin’s ideas by showing that some emotional displays are recognized the world over (see Figure 11.1). Paul Ekman and his colleagues have gathered evidence for the universality of seven facial expressions of emotion—expressions that correspond to the list of emotions usually identified as primary: anger, happiness, fear, surprise, disgust, sadness, and contempt (Ekman, 1997; Ekman et al., 1987). In every culture they have studied—in Brazil, Chile, Estonia, Germany, Greece, Hong Kong, Italy, Japan, New Guinea, Scotland, Suriname, Turkey, and the United States—a large majority of people recognize the basic emotional expressions portrayed by those in other cultures. Even members of isolated groups who have never seen a movie or read People magazine, such as the Fore of New Guinea or the Mentawaians of West Suriname, can recognize the basic emotions in pictures of people who are entirely foreign to them, and we can recognize theirs. Some researchers have argued that pride is also a basic human emotion. Children as young as age 4 and people from an isolated tribe in Africa can reliably identify facial and bodily expressions of pride (Tracy & Robins, 2006; Tracy, Robins, & Lagattuta, 2007).
The Face of Emotion*

- **Facial Feedback** — facial muscles send messages to the brain about the basic emotion expressed.
So….facial expression can reflect our internal feelings and influence them

- **Facial expression**
  1) Signal intentions
  2) Reflect our feelings
  3) Permit nonverbal communication
  4) Provide cues to ourselves about what we are feeling
  5) Affect others people's emotions & behavior
Facial Expressions in Social & Cultural Content?*

Why don’t some agree that Facial Expression is hardwired by evolution?

1) Familiarity affects the ability to read facial expressions
   – ID better is same ethnic, national or regional group

2) Facial Expressions can mean different things at different times, depending on the social context and the expresser’s intentions.
   – Frown – sad, mad, or serious
   – Smile – happy, trying to be pleasant

3) Cultures differ in the attentions they pay to the context of emotional expressions
   – Are facial expressions a sign of what feeling or reflection of situation?
   – Must consider context

4) People often use facial expressions to lie about their feelings & express them.
   – May not reveal or communicate true feelings but disguise and deceive.
Quick Quiz

1) Which of the following emotions are not considered to be universal?
   1) Anger
   2) Pride
   3) Fear
   4) Disgust
   5) Regret
   6) Happiness
   7) Sadness
   8) Embarrassment

2) What are the functions of facial expressions?

3) Why doesn’t everyone agree that facial expressions may not be revealing?
The Brain and Emotion

- Right side – recognize emotional expression and process emotional feelings
- Left side – process emotional meaning

Amygdala scrutinizes information of its emotional importance
- “It’s a bear! Be afraid! Run!”

Cerebral cortex generates a complete picture; it can override the amygdala
Mirror, Mirror in the Brain: Neurons for Imitation & Empathy

- Mirror neurons-
  - A class of cells;
  - Distributed throughout various parts of the brain;
  - Fire when an animal sees or hears and action & carries out the same actions on its own;
  - These cells are far more evolved and varied in human beings than other animals
Hormones and Emotion*

- Epinephrine and norepinephrine – stress and intense emotions
- Road Rage
Elements of Emotion 2: The Mind*

- How thoughts create emotions
  - Scenario – have a crush on someone
    - You see them and say “Hi, there!”
    - They walk by without a nod
  - How do you feel? Depends on how you explain their behavior.
    - Angry – “What a rude thing to do, to ignore me like that!”
    - Sad: “I knew it; I’m no good. Plus it means I’m ugly.”
    - Embarrasses: “Oh, no! Everyone say how I was humiliated!”
  - Grade on a test
    - Attribute to teacher or self
      - Self – positive
      - Others - negative
    - (A-) - Sad – expected a higher grade
    - (D) - Happy – passed at all
Mispredicting Feelings

- **Analyze assumptions and biases** –
  - Will people who know themselves will predict how they will feel about what happens

- **Study**
  - Students were randomly assigned dorm rooms
  - Asked to rate from 1 = unhappy to 7 = happy after being assigned to a “desirable” or “undesirable”
  - Students asked to predict if their dorm room assignment would have an effect on their happiness
  - 1 yr later; students were asked if happy living in “desirable” or “undesirable” dorms; no difference
Most people assume that second-place winners feel happier about their performance than third-place winners do. But when psychologists questioned this assumption, they found that the opposite is true. Certainly, Olympic fencing bronze medalist Jean-Michel Henry of France (left) is happier than silver medalist Pavel Kolobkov of the Unified Team (right). (Eric Strecki, center, won the gold for France.)
Cognition and Emotional Complexity

• Cognition and physiology are inextricably linked in the experience of emotion
• The yin and the yang of human passion
• They effect each other in an endless loop:
  – Cognition affects emotions
  – Emotional states influence cognition

• Simple Emotions
  – Little effort
  – Simple cognition

• Complex Emotions
  – Maturity
  – Experience
  – So... children need to be old enough to have a sense of self before can feel shame, guilt & remorse.
Quick Quiz

1) John and Jake get Bs on their psychology midterm, but John is ecstatic and proud and Jake is furious. What thoughts are probably affecting their emotional reactions?

2) True or False – People are pretty good at knowing what will make them happy?

3) At a party, a stranger is flirting with our date. You are flooded with jealousy. What might reduce your jealousy?
Elements of Emotion 3: The Culture

• Some cultures have meaning for emotions that we do not.

• Some cultures do not have words for emotions we have.
  – Tahitians do not have a word for sadness
    • “A spirit has made me ill”
    • Do have a word for “sense of uncanny” that we do not (Mehaneha).

  – Perhaps individuals differ in their likelihood of feeling secondary emotions

  – Emotions become more complex with maturity
    • Happy, sad, mad and scared
    • Ecstatic, depressed, hostel or anxious
Culture & Emotional Expression*

- **Display rules**
  - Social & cultural rules that regulate when, how & where a person may express emotions
    - European’s good manners and dignified restraint; Americans think they are cold
    - Americans who smile broadly may seem childish or superficial to European

- **Emotion Work**
  - Expression of an emotion that the person does not really feel often due to role requirement

- **Body Language**
  - Nonverbal signals of body movement, posture and gaze.
Quick Quiz

1) In Western theories of emotion, anger would be called a _______ emotions, while embarrassment would be called a ______________ emotion.

2) In a class discussion, a student says something that embarrasses a student from another culture. The second student smiles to disguise his discomfort; the first student, thinking he is not being taken seriously, gets angry. These students’ misunderstanding reflects their different ____________ for the expression of embarrassment and anger.

3) Maureen works in a fast food restaurant and is becoming irritated with a customer who isn’t ordering fast enough. “Hey whaddaya want to order slowpoke?” she snaps at him. To keep her job, and her temper Maureen needs practice in ______.
Emotion and Gender*

• No difference between men and women

1) Emotional reactivity
– Conflict between significant others is physiologically more upsetting for men than women
  • Perhaps why men try to avoid argument altogether
  • Heart rate soars at begin of conflict and stays high longer
  • Women – sad and depressed

2) Cognitions
– Men and women have different perceptions of the same event
– Does a woman’s touch signal affection or sexual interest?
  • Women react to feelings of disregard – missed birthday

3) Expressiveness
– Women more likely to express emotions
– Both difficult to express anger to authority figures

4) Emotion Work
– No real difference
– Women to make others feel better
Would anyone in the group like to respond to the way Frank is dealing with his anger?
Quick Quiz

Indicate whether each of these descriptions applies;
(a) more to men than women,
(b) more to women than men or
(c) to both sexes equally

1. Does “emotional work” to make other people feel good.
2. Finds it difficult to express anger to a superior
3. Express anger to a stranger
4. Feels grief when a relationship ends
5. Admits feeling scared to death.