Human Motivation and Emotion

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Types of Needs

- **Physiological Needs**
  - Thirst
  - Hunger
  - Sex

- **Psychological Needs**
  - Autonomy
  - Competence
  - Relatedness

- **Social Needs**
  - Achievement
  - Affiliation
  - Power

- **Acquired Needs**

**Quasi Needs**
Acquired Needs

- Needs we are not born with
- Origins are social
- Preferences come through experiences, socialization and development
- Can be viewed as personality characteristics – pervasive throughout situations, behaviours
- Quasi – situationally induced wants
- Social – reactive in nature
  - Achievement, Affiliation, Intimacy, Power

Social Needs

- **Need for Achievement:** Need for clear, self-set, moderately difficult goals, with feedback provided on goal achievement.
- **Need for Affiliation:** Need to work with others, interact, & support others, with a concern for their growth & development.
- **Need for Power:** Need to have influence & control over others.
- **Need for Intimacy:** Need to have warm and secure realtionships
Maslow: Human Needs Hierarchy:

- **Physiological needs**: Need to satisfy hunger and thirst
- **Safety needs**: Need to feel that the world is organized and predictable; need to feel safe, secure, and stable
- **Belongingness and love needs**: Need to love and be loved, to belong and be accepted; need to avoid loneliness and alienation
- **Esteem needs**: Need for self-esteem, achievement, competence, and independence; need for recognition and respect from others
- **Self-actualization needs**: Need to live up to one's fullest and unique potential

- Begins at the base with physiological needs
- Hierarchy: you must work your way up from the bottom

Achievement Motivation

Need Achievement Theory:
Individuals can be characterized in general terms of their relative motivation to approach success versus avoid failure (Atkinson, 1957, 1964; McClelland, 1965)

- Atkinson: $T_s = Ms \times Ps \times Is$
Achievement Motivation

- A desire for a significant accomplishment, for mastering skills or ideas, for control and for rapidly attaining a high standard (Murray, 1938).
  - Direction, Speed, Intensity of Behavior
- Unlike primary motives (e.g., hunger) there is no “satiation” in achievement motivation. The more we achieve the more we want to achieve.
- How do we identify?
  - People’s fantasies would reflect achievement concerns (TAT).
  - The assumption of projection.
    - A young person in front of an open book
    - Two people in white coats talking in the lab

Measuring Motives

- McClelland argues that responses to TAT and questionnaire measures are not correlated because they measure two different types of motivation
  - TAT measures implicit motivation—unconscious desires, aspirations, and needs
  - Questionnaires measure explicit or self-attributed motivation—reflect a person’s self-awareness of conscious motives
- Implicit motives better predict long-term behavioral trends over time
- Explicit motives better predict responses to immediate, specific situations and to choice behaviors and attitudes
Achievement Motivation: TAT

○ What is this boy day-dreaming about?

Need for Achievement

People who have a high need for achievement:

- Prefer activities that offer some, but not too much, challenge
- Enjoy tasks where they are personally responsible for the outcome
- Prefer tasks where feedback on their performance is available
Need Achievement Theory

Interactional View

- Personality Factors
  - Are you motivated to **ACHIEVE SUCCESS** or motivated to **AVOID FAILURE** (fear of failure)?

- Situational Factors
  - Probability of Success, Meaning of Loss
  - What will it mean if...?

- Results
  - If approach success = Pride, look for 50/50 challenges, persistence, better performance
  - If avoid failure = Shame, avoid risk, poor performance

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Need Achievement Theory

- **High achievers**
  - select challenging tasks
  - prefer intermediate risks (50/50)
  - perform better when being evaluated

- **Low achievers**
  - avoid challenging tasks
  - avoid intermediate risks (choose 10/90)
  - perform worse when being evaluated
  - fear neg. evaluation related to failure
nACH & Attributions

High-need achievers are moderate risk takers - attempting tasks that are moderately difficult.

Outcome

Pass

Attribution: Personal Factors Internal

Fail

Low-need achievers - attempt easy and hard tasks.

Outcome

Fail

Attribution: Too difficult

Pass

Attribution: Lucky

Need Achievement Theory

<table>
<thead>
<tr>
<th>Personality</th>
<th>Situational</th>
<th>Resultant Tendency</th>
<th>Em. Reactions</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motive to achieve success</td>
<td>Probability of success</td>
<td>Approach success</td>
<td>Focus on pride of success</td>
<td>Seek out Ach. situations 50/50 risks Challenges Evaluative sits. Good Performance</td>
</tr>
<tr>
<td>Motive to avoid failure</td>
<td>Incentive value of success</td>
<td>Avoid failure</td>
<td>Focus on shame of failure</td>
<td>Avoid Ach. Situations Avoid risk of failure/shame Perform Poorly in eval sits.</td>
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</tbody>
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**Need for Affiliation**

Need to establish and maintain relationships with others

- Contact with friends and family provides:
  - Emotional support
  - A basis for social comparison
  - Attention
- Individuals vary in their need for affiliation, some have a high need others have a low need
- Women, on average, have a higher need for affiliation than men
- We tend to want to affiliate with others under fearful conditions
  - Deficiency-oriented motive....WHY?

**Need for Intimacy**

Need to form and maintain close affectionate relationships with others and to disclose and share personal information about ourselves

- Relationships tend to progress from shallow, narrow interactions to deeper, broader interactions involving self disclosure.
- Individuals high in the need for intimacy are warm and affectionate and show concern for others
- Women tend to have a stronger need for intimacy than men
  - Growth-oriented motive...WHY?
Need for Intimacy

○ People with a high (compared to those with low) need for intimacy:
  ● Spend more time during day thinking about relationships
  ● Report more pleasant emotions when around other people

○ People with a high (compared to those with low) need for intimacy:
  ● Smile, laugh, make more eye contact
  ● Start up conversations more frequently and write more letters

Need for Power

Recurrent concerns with having impact, control, or influence on another person, a group of persons, or the world at large

○ “No press is bad press”

○ People with a high need for power do not deal well with frustration and conflict—show strong stress responses, including high blood pressure
Need for Power

- Power Imagery (TAT)—a character in the story wants to have impact or influence by:
  - Controlling others
  - Taking strong, forceful actions
  - Giving unsolicited help or advice to others
  - Attempting to impress, persuade, or prove a point
Goal Theory

- Goal theories assume that all actions are given meaning, direction and purpose by the goals that individuals seek out.
- Nicholls et al. (1990) defined two major kinds of motivationally relevant goal patterns or orientations: ego-involved goals and task-involved goals.
  - Questions like ‘Will I look intelligent?’ and ‘Can I outperform others?’ reflect ego-involved goals.
  - In contrast, questions such as ‘How can I do this task?’ and ‘What will I learn?’ reflect task-involved goals.

Definition of Goals

- Perceived purposes of achievement.
- An overarching framework
  - Not simply a desired or avoided outcome
  - A more global framework encompassing perceived purposes, affective reactions to success or failure, and attributional tendencies.
Definitions, continued

- Personal goals
  - Mastery: Desire to learn, understand, gain skills, and develop competence. Self-referenced standard.
  - Performance-approach: Desire to do better than others. Social-comparative standard.
  - Performance-avoidance: Desire to avoid doing worse than others. Social-comparative standard.
  - Mastery avoidance?
    - Concern with not understanding or with loss of skills, knowledge.

Goal orientation theory

- Mastery goals
  - “I want to learn.”
- Performance approach
  - “I want to succeed.”
- Performance avoidance
  - “I don’t want to fail.”

Dweck and Elliot “A Socio-Cognitive Perspective on Motivation”
**Elliot’s Motivation Model**

- **Needs**
  - Need for Achievement (nAch)
  - Fear of Failure (FOF)

- **Achievement Goals**
  - Mastery
  - Performance-Approach
  - Performance-Avoidance

- **Outcomes**
  - Intrinsic motivation, effort, positive affect
  - Achievement
  - Avoidance, self-handicapping, low achievement, negative affect, low interest

**Dweck’s Motivation Model**

- **Intelligence Beliefs**
  - Entity
  - Incremental

- **Achievement Goals**
  - Performance

- **Motivational Pattern**
  - High PA: Mastery
  - Low PA: Helpless
  - Mastery (persistence, effort, positive affect)
Summary of Correlates of Goals

- Mastery Goals
  - Positive constellation of associations with cognitive strategy use, self-efficacy, value, persistence, affect, and some performance measures

- Performance-Approach Goals
  - Complex pattern of outcomes.

- Performance-Avoidance Goals
  - Generally negative pattern of associations with adaptive variables (e.g., achievement, value, etc.) and positive predictors of maladaptive outcomes (e.g., self-handicapping, withdrawal, fear of failure, etc.)

Motivation Applied

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<thead>
<tr>
<th>Source of motivation</th>
<th>Increases motivation</th>
<th>Diminish motivation</th>
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<tbody>
<tr>
<td>Intrinsic</td>
<td>Extrinsic</td>
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<table>
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<tr>
<th>Type of goal set</th>
<th>Learning/Mastery goal</th>
<th>Performance goal</th>
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<tr>
<th>Type of involvement</th>
<th>Task involved</th>
<th>Ego involved</th>
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<table>
<thead>
<tr>
<th>Achievement motivation</th>
<th>To achieve</th>
<th>To avoid failure</th>
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<tr>
<th>Likely attributions</th>
<th>Success and failure attributed to controllable sources</th>
<th>Uncontrollable</th>
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<table>
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<tr>
<th>Beliefs about ability</th>
<th>Incremental view</th>
<th>Entity view</th>
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