

motives and

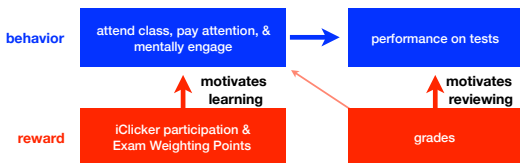


What can we do to increase the odds of success?

1. Reward "good" behavior
2. Find intrinsic motivation
3. Do it for the "right" reasons
4. Have positive expectations but avoid fantasizing
5. Use willpower
6. Take breaks?
7. Monitor progress
8. Surround yourself with subtle reminders?
9. Do not tell others about your goals
10. Decide to take action

What can we do to increase the odds of success?

1. Reward "good" behavior



How often would you come to class if iClicker participation and Exam Weighting Points were not a part of this course?

A. less often typical range : 40%-70% this class: 78%

B. the same here for other reasons

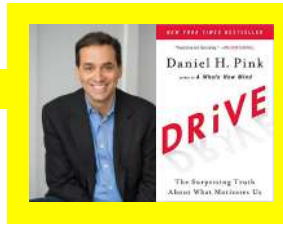
C. more often incentives undermine other motivations

Do people respond to incentives?

1. In general, do incentives make people try harder or less hard?
 - **Performance Quantity.** The amount of effort a person exerts towards achieving a goal
 - e.g., Coming to class every time, # hours studying outside of class
2. In general, do incentives make the quality of work better or worse?
 - **Performance Quality.** Effort that is focused and effective
 - e.g., actively thinking about the subject matter, making accurate, legible, and detailed notes

How do incentives affect goal pursuits?

- A. they boost both quantity and quality of effort
- B. they boost quantity but diminish quality**
- C. they diminish quantity but boost quality
- D. they diminish both quality and quantity of effort



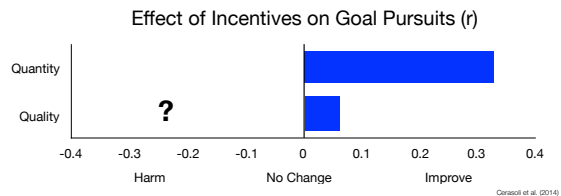
3 mins. of his TED talk
https://www.ted.com/talks/dan_pink_on_motivation

controversial

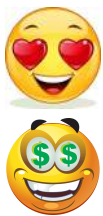
Meta-analysis of 183 studies with 212,000 participants found that incentives

- boost quantity
- **boost quality slightly**

This is the basis of one of the most common critiques of unions and socialism



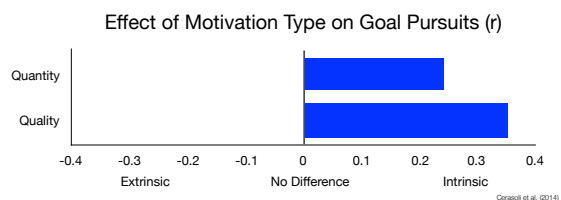
But maybe incentivizing good behaviour undermines the motivation to do it for the “love of the game”



- **Intrinsic Motivation.** Motivation stemming from the benefits resulting from the process of pursuing a goal.
 - e.g., Enjoy coming to class, participating, learning course content.
- **Extrinsic Motivation.** Motivation stemming from the benefits the result from achieving a goal.
 - e.g., Getting a good grade

Meta-analysis of 183 studies with 212,000 participants found that intrinsic motivation is associated with

- more quantity
- and higher quality of effort



PSYC1000



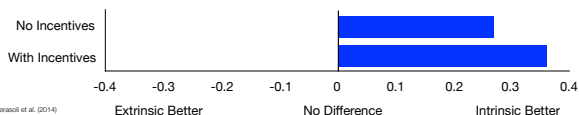
- Grades
- iClicker Participation
- EWPs

Might incentivizing good behavior undermine intrinsic motivation?
 A. Yes
 B. Not at all
 C. The opposite



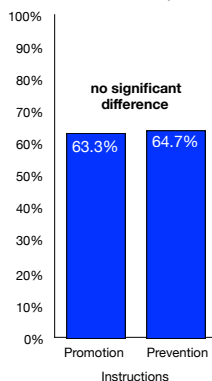
- Intrinsic interest in subject matter

Performance benefit of intrinsic motivation (*r*)



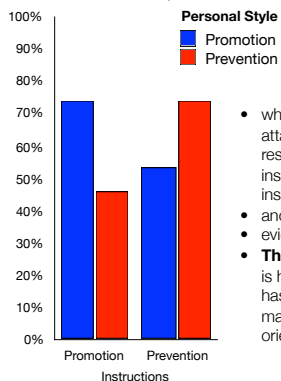
Cerasoli et al. (2014)

submitted report



- when it comes to the likelihood of goal attainment, promotion and prevention focuses seem to be equally effective
- however, it may depend on how a person is wired
- some people are chronically **promotion-focused**
 - they think more about ideals, hopes, accomplishments, and advancement needs
- others are more **prevention-focused**
 - they tend to think about oughts (things that should be done) and avoiding problems.
- Which better describes your style?
 A. prevention-focused
 B. promotion-focused

submitted report



- when it comes to the likelihood of goal attainment, promotion-focused people responded better to promotion-framed instructions than prevention-framed instructions
- and vice versa
- evidence supporting the...
- **Theory of Regulatory Fit:** motivation is highest when the reasons a person has for working towards a goal matches their self-regulatory orientation

Spiegel et al. (2004)

Which group do you think is more likely to study hard and actually improve in their course grades?

- Dreaders **A**
- Fantasizers **B**
- no difference **C**

- same result with
- people looking for jobs
 - people with a (dating) crush
 - people in rehab after hip-replacement surgery

- Why does fantasizing backfire?
- fantasizing causes to people mentally enjoy the visualization, leading to coasting
 - fantasies divert attention away from the need for planning, preparing for setbacks, and action

Oettingen & Meyer (2002)

Which group do you think is more likely to study hard and actually improve in their course grades?

-  **Pessimists** **A**
-  **Optimists** **B**
- no difference** **C**

same result with

- people looking for jobs
- people with a (dating) crush
- people in rehab after hip-replacement surgery

Why do high expectations help?

- people tend to form expectations by recalling previous, related experiences
- this reminds them of the effort that is needed to overcome challenges
- draws attention to planning and working hard

Oettinger & Mayer (2002)

What can we do to increase the odds of success?

1. Reward "good" behavior Value
2. Find intrinsic motivation
3. Do it for the "right" reasons
4. Have positive expectations but avoid fantasizing Expectations

Expectancy-Value Theory

Motivation = Expectations x Value

"I think I can, I think I can" Intrinsic Enjoyment
 +
 Extrinsic Rewards
 +
 Regulatory Fit

Compared to...

those who gave in to temptation,



those who exerted self-control



at age 4

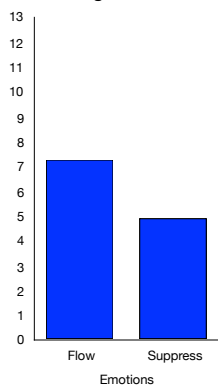
- had more self-control
- had more resilience
- were more responsive to reason
- were more playful
- and had higher SAT scores

} at age 18

Meaning: Willpower is good to have

Shoda et al. (1990)

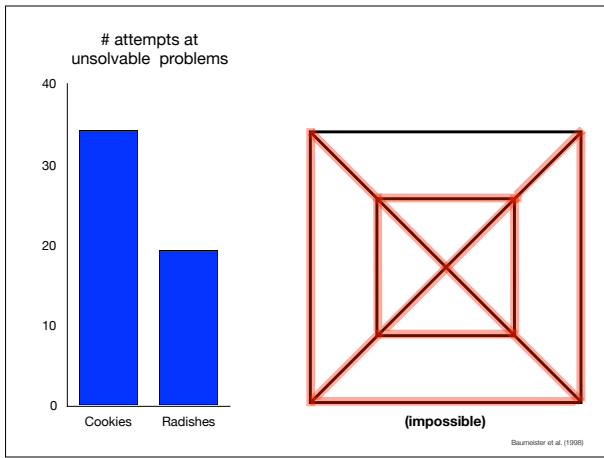
anagrams solved



Willpower Depletion

- participants watched 10 minutes of funny and sad videos
- they randomly assigned to either
 - let their emotions flow, or
 - not show and not feel any emotions during the movie (willpower depletion)
- they then tried to complete anagrams (scrambling letters to form a different word)
 - requires considerable willpower
- participants that had tried to suppress emotion during the video (willpower depleted) did poorer on the anagram test than those that did not try to suppress emotion (normal)
- evidence of willpower depletion

Baumeister et al. (1998)



willpower depletion

- AKA "ego depletion"
- Definition: The exhaustion of physiological and/or psychological resources following the completion of effortful self-control tasks, which subsequently leads to reduction in the capacity to exert more self-control.
- The will is like a muscle that fatigues over time
 - Try doing as many pushups as you can. Then take a quick break and see if you can even do half as many again.
 - Idea is that the same applies to willpower.
- They key to maintaining willpower is **regular breaks**
 - wherein you are not exerting willpower
 - but also not indulging in a way that hinders your goal
- Note: Multitab effort to replicate was unsuccessful (Hagger et al., 2016)

