

JOHN MARSHALL REEVE

Understanding Motivation and Emotion

Seventh Edition



WILEY

SEVENTH EDITION

*UNDERSTANDING MOTIVATION
AND EMOTION*

JOHNMARSHALL REEVE
Korea University

WILEY

VP AND EDITORIAL DIRECTOR
EDITORIAL DIRECTOR
EDITORIAL ASSISTANT
EDITORIAL MANAGER
CONTENT MANAGEMENT DIRECTOR
CONTENT MANAGER
SENIOR CONTENT SPECIALIST
PRODUCTION EDITOR
PHOTO RESEARCHER
COVER PHOTO CREDIT

George Hoffman
Veronica Visentin
Ethan Lipson
Howarth, Judy
Lisa Wojcik
Nichole Urban
Nicole Repasky
Indirakumari Siva
Mike Cullen
©Stockbyte / Getty Images

This book was set in 10/12 TimesLTStd by SPi Global and printed and bound by Strategic Content Imaging.

Founded in 1807, John Wiley & Sons, Inc. has been a valued source of knowledge and understanding for more than 200 years, helping people around the world meet their needs and fulfill their aspirations. Our company is built on a foundation of principles that include responsibility to the communities we serve and where we live and work. In 2008, we launched a Corporate Citizenship Initiative, a global effort to address the environmental, social, economic, and ethical challenges we face in our business. Among the issues we are addressing are carbon impact, paper specifications and procurement, ethical conduct within our business and among our vendors, and community and charitable support. For more information, please visit our website: www.wiley.com/go/citizenship.

Copyright © 2018, 2015, 2009 John Wiley & Sons, Inc. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning or otherwise, except as permitted under Sections 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the Publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923 (Website: www.copyright.com). Requests to the Publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030-5774, (201) 748-6011, fax (201) 748-6008, or online at: www.wiley.com/go/permissions.

Evaluation copies are provided to qualified academics and professionals for review purposes only, for use in their courses during the next academic year. These copies are licensed and may not be sold or transferred to a third party. Upon completion of the review period, please return the evaluation copy to Wiley. Return instructions and a free of charge return shipping label are available at: www.wiley.com/go/returnlabel. If you have chosen to adopt this textbook for use in your course, please accept this book as your complimentary desk copy. Outside of the United States, please contact your local sales representative.

ISBN: 978-1-119-36760-4 (PBK/BRV)

ISBN: 978-1-119-36761-1 (EVALC)

Library of Congress Cataloging in Publication Data:

Names: Reeve, Johnmarshall, author.

Title: Understanding motivation and emotion / by Johnmarshall Reeve, Korea University.

Description: Seventh edition. | Hoboken, NJ : John Wiley & Sons, Inc., [2018]

| Includes bibliographical references and index. |

Identifiers: LCCN 2017050758 (print) | LCCN 2017053198 (ebook) | ISBN 9781119367642 (pdf) | ISBN 9781119367659 (epub) | ISBN 9781119367604 (pbk.)

Subjects: LCSH: Motivation (Psychology) | Emotions. | Personality and motivation.

Classification: LCC BF503 (ebook) | LCC BF503 .R44 2018 (print) | DDC 153.8—dc23

LC record available at <https://lcn.loc.gov/2017050758>

The inside back cover will contain printing identification and country of origin if omitted from this page. In addition, if the ISBN on the back cover differs from the ISBN on this page, the one on the back cover is correct.

PREFACE

Now is an ideal time to take a course in motivation and emotion. This is because motivation and emotion scientists have just completed a highly productive decade in understanding how human motives operate. The field is now in a “golden age.” Each year, new discoveries are made, new insights are gained, and new theories emerge and are validated. As a whole, the field can now provide clear and deeply satisfying answers to core questions, such as the following: What do people want?; Why did she do that?; From where do motivation and emotion come?; Why do motivation and emotion change?; and What good are they—what do motivation and emotion predict and explain?

The book’s title is *Understanding Motivation and Emotion*, and many pages of the book are devoted to this purpose. A deep understanding is great, but it is even better to take the next step and actually apply that knowledge to improve people’s lives. As a field, we now understand the nature of motivation and emotion, their causes, the conditions that affect them, and how motivational and emotional processes lead to productive outcomes such as learning, performance, and well-being. The field’s understanding is so deep that researchers can now confidently offer practical recommendations. The book includes several state-of-the-art intervention programs designed explicitly to enhance people’s motivation and emotion so to improve their lives in some important way. Because this is so, it may now be time to re-title the book as, *Understanding and Applying Motivation and Emotion*.

By the time you turn the book’s last page, I hope you will gain two important achievements. First, I hope you gain a deep and sophisticated understanding of motivation and emotion. Second, I hope you will gain the practical know-how to apply that knowledge in a concrete and personally meaningful way. Motivational and emotional principles and findings can be applied in many domains, but the most obvious include the home, school, workplace, clinical setting, counseling center, gym, athletic field, all aspects of health care, and interpersonal relationships in general.

I assumed some background knowledge on the part of the reader, such as an introductory course in psychology. The intended audience is upper-level undergraduates enrolled in courses in the department of psychology. I also write for students in other disciplines, largely because motivation and emotion research reaches into so many diverse areas of study and application, including education, health, counseling, clinical, sports, industrial/organizational, and business. The book concentrates on human, rather than on nonhuman, motivation.

WHAT’S NEW IN THE SEVENTH EDITION

It has been three years since the last edition of the book was published. In that time, two important trends unfolded. First, motivation and emotion scientists were able to reach a greater sense of consensus as to what constructs, ideas, theories, and findings are most important and meaningful. For someone who has spent a lifetime in the field, it was good to see this greater sense of agreement, consensus, and clarity of purpose. This achievement just makes the story of motivation and emotion study an easier story to tell. What this means for the reader is that the seventh edition of the book is 50 pages shorter than the sixth edition. I think students might appreciate this greater clarity and organization. That said, all of the following motivational and emotional phenomena are new to the seventh edition: Expectancy \times Value theories, with a special emphasis on value-promoting interventions; mindfulness, terror management theory; intrinsic goals and extrinsic goals; psychological need frustration; internalization and integration of extrinsic motivations; leadership motivation profile,

coping with failure, two views of the self, including self-as-object and self-as-agent, and the question of whether or not people have a “true self.”

Each chapter features a chapter box that addresses a specific concern. For instance, the box in Chapter 3 uses the information on the motivated and emotional brain to understand how antidepressant drugs work. The box in Chapter 8 uses the information on goals to lay out a step-by-step goal-setting and goal-striving program that can be applied to many different objectives. At the end of each chapter, a set of 10 recommended readings appears. These recommended journal articles represent suggestions for further individual study. I selected these particular readings using four criteria: (1) each reading’s represents what is central to the chapter, (2) its topic appeals to a wide audience, (3) its length is short, and (4) its methodology and data analysis are reader-friendly.

INSTRUCTOR’S MANUAL/TEST BANK

The seventh edition includes an expanded Instructor’s Manual/Test Bank. This supplement includes classroom discussion questions, recommended activities, brief demonstrations of motivational principles, and other tools to help instructors teach their students. Interested instructors should contact their Wiley representative for more information.

ACKNOWLEDGMENTS

Many voices speak within the pages of the book. Much of what I write emerged from conversations with colleagues and through my reading of their work. I have benefited from so many colleagues that I now find it impossible to acknowledge them all. Still, I want to try.

My first expression of gratitude goes to all those colleagues who, formally or casually, intentionally or inadvertently, knowingly or unknowingly, shared their ideas in conversation: Nathalie Aelterman, Avi Assor, Roy Baumeister, Daniel Berlyne, Virginia Blankenship, Mimi Bong, Jerry Burger, Sung Hyeon Cheon, Valery Chirkov, Steven G. Cole, Bud Craig, Mihaly Csikszentmihalyi, Richard deCharms, Edward L. Deci, Andrew Elliot, Marylene Gagne, Nicolas Gillet, Peter Gollwitzer, Wendy Grolnick, Leen Haerens, Martin Hagger, Marc Halusic, Pat Hardre, E. Tory Higgins, Holley Hodgins, Alice M. Isen, Carroll Izard, Hye-Ryen Jang, Hyungshim Jang, Mireille Joussemet, Haya Kaplan, Tim Kasser, Eun-Joo Kim, Sung-il Kim, Richard Koestner, Andraes Krapp, Jennifer La Guardia, Randy Larsen, Woogul Lee, Lisa Legault, George Loewenstein, Chris Lonsdale, Wayne Ludvigson, David McClelland, Lennia Matos, Marina Milyavskaya, Kou Murayama, Henry Newell, Glen Nix, Nikos Ntoumanis, Brad Olson, Erika Patall, Dawn Robinson, Tom Rocklin, Carl Rogers, Guy Roth, Richard Ryan, Oliver Schultheiss, Kennon Sheldon, Paul Silvia, Ellen Skinner, Bart Soenens, Richard Solomon, Martyn Standage, Yulan Su, Silvan Tomkins, Robert Vallerand, Maarten Vansteenkiste, Feliciano Veiga, John Chee Keng Wang, Karin Weber-Gaparoni, Netta Weinstein, Dan Wegner, Geoffrey Williams, and Rex Wright. I consider each of these contributors to be my colleague and kindred spirit in the fun and struggle to understand human strivings.

My second expression of gratitude goes to those who explicitly donated their time and energy to reviewing the early drafts of the book, including Debora R. Baldwin, Sandor B. Brent, Gustavo Carlo, Herbert L. Colston, Richard Dienstbier, Robert Emmons, Valeri Farmer-Dougan, Todd M. Freeberg, Eddie Harmon-Jones, Wayne Harrison, Carol A. Hayes, Teresa M. Heckert, John Hinson, August Hoffman, Mark S. Hoyert, Wesley J. Kasprow, Norman E. Kinney, John Kounios, Robert Madigan, Randall Martin, Michael McCall, Jim McMartin, James J. Ryan, Kraig L. Schell, Peter Senkowski, Henry V. Soper, Michael Sylvester, Ronald R. Ulm, Wesley White, and A. Bond Woodruff.

I sincerely thank all the students I have had the pleasure to work with over the years. It was back at Ithaca College that I first became convinced that my students wanted and needed such a book. In a very real sense, I wrote the first edition for them. The students who occupy my thoughts today are those with me at Korea University in Seoul, South Korea. For readers familiar with the

earlier editions, this seventh edition presents a tone that is decidedly more practical and applied. This balance comes in part from my daily conversations with students.

Ithaca, New York, is doubly important to me, because it was in this beautiful town in upstate New York that I met Deborah Van Patten of Wiley (then Harcourt College Publishers). Deborah was every bit as responsible for getting this book off the ground as I was. Although 22 years have now passed, I still want to express my heartfelt gratitude to you, Deborah. The professionals at Wiley have been wonderful. Everyone at Wiley has been both a valuable resource and a source of pleasure, especially Lisa Wojcik, Nichole Urban, Nicole Repasky, Judy Howarth, Ethan Lispon, Indirakumari S, and Mike Cullen.

I am especially grateful for the advice, patience, assistance, and direction provided by my psychology editor Veronica Visentin. Thanks.

—*Johnmarshall Reeve*

To Richard Troelstrup, who introduced me to psychology.

To Edwin Guthrie, who first deeply interested me in psychology.

*To Steven Cole, who mentored and supported me so that
I could participate in this wonderful profession.*

*To June Sunshine, who models for me everyday what healthy
human motivation looks like.*

BRIEF CONTENTS

	PREFACE	iii
CHAPTER 1	INTRODUCTION	1
CHAPTER 2	MOTIVATION AND EMOTION IN HISTORICAL PERSPECTIVE	24
CHAPTER 3	THE MOTIVATED AND EMOTIONAL BRAIN	44
	PART I Needs	69
CHAPTER 4	PHYSIOLOGICAL NEEDS	71
CHAPTER 5	EXTRINSIC MOTIVATION AND INTERNALIZATION	98
CHAPTER 6	PSYCHOLOGICAL NEEDS	123
CHAPTER 7	IMPLICIT MOTIVES	152
	PART II Cognitions	177
CHAPTER 8	GOAL SETTING AND GOAL STRIVING	179
CHAPTER 9	MINDSETS	202
CHAPTER 10	PERSONAL CONTROL BELIEFS	227
CHAPTER 11	THE SELF AND ITS STRIVINGS	255
	PART III Emotions	283
CHAPTER 12	NATURE OF EMOTION: SIX PERENNIAL QUESTIONS	285
CHAPTER 13	ASPECTS OF EMOTION	313
CHAPTER 14	INDIVIDUAL EMOTIONS	339
	PART IV Applied Concerns	363
CHAPTER 15	GROWTH MOTIVATION AND POSITIVE PSYCHOLOGY	365
CHAPTER 16	UNCONSCIOUS MOTIVATION	397
CHAPTER 17	INTERVENTIONS	423
	REFERENCES	439
	AUTHOR INDEX	515
	SUBJECT INDEX	530

DETAILED CONTENTS

	PREFACE	iii
CHAPTER 1	INTRODUCTION	1
	What Is Motivation? Why Is It Important?	2
	Motivational Science	4
	Two Perennial Questions	5
	<i>What Causes Behavior?</i>	5
	<i>Why Does Behavior Vary in Its Intensity?</i>	7
	Subject Matter	7
	<i>Internal Motives</i>	8
	<i>External Events and Social Contexts</i>	9
	<i>Motivation versus Influence</i>	10
	Expressions of Motivation	10
	<i>Behavior</i>	10
	<i>Engagement</i>	11
	<i>Psychophysiology</i>	12
	<i>Brain Activations</i>	12
	<i>Self-Report</i>	13
	Framework to Understand Motivation and Emotion	13
	Ten Unifying Themes	14
	<i>Motivation and Emotion Benefit Adaptation and Functioning</i>	14
	<i>Motivation and Emotion Direct Attention</i>	15
	<i>Motivation and Emotion Are “Intervening Variables”</i>	16
	<i>Motives Vary Over Time and Contribute into the Ongoing Stream of Behavior</i>	16
	<i>Types of Motivations Exist</i>	17
	<i>We Are Not Always Consciously Aware of the Motivational Basis of Our Behavior</i>	18
	<i>Motivation Study Reveals What People Want</i>	19
	<i>To Flourish, Motivation Needs Supportive Conditions</i>	19
	<i>When Trying to Motivate Others, What Is Easy to Do Is Rarely What Works</i>	20
	<i>There Is Nothing So Practical as a Good Theory</i>	21
	Summary	21
CHAPTER 2	MOTIVATION AND EMOTION IN HISTORICAL PERSPECTIVE	24
	Philosophical Origins of Motivational Concepts	25
	Grand Theories	26
	<i>Will</i>	26
	<i>Instinct</i>	26
	<i>Drive</i>	28
	Rise of the Mini-Theories	33
	<i>Active Nature of the Person</i>	34
	<i>Cognitive Revolution</i>	35
	<i>Socially Relevant Questions</i>	35

	Contemporary Era	37
	<i>The 1990s Reemergence of Motivation Study</i>	38
	Brief History of Emotion Study	40
	Conclusion	41
	Summary	42
	Readings for Further Study	43
CHAPTER 3	THE MOTIVATED AND EMOTIONAL BRAIN	44
	Motivation, Emotion, and Neuroscience	46
	<i>Day-to-Day Events Activate Specific Brain Structures</i>	46
	<i>Activated Brain Structures Generate Specific Motivations and Emotions</i>	47
	Neural Basis of Motivation and Emotion	47
	<i>Cortical Brain</i>	47
	<i>Subcortical Brain</i>	48
	<i>Bidirectional Communication</i>	48
	Individual Brain Structures Involved in Motivation and Emotion	49
	<i>Subcortical Brain Structures</i>	50
	<i>Cortical Brain Structures</i>	59
	Hormones	65
	Summary	67
	Readings for Further Study	68
	PART I NEEDS	69
CHAPTER 4	PHYSIOLOGICAL NEEDS	71
	Need	72
	<i>Three Types of Needs</i>	72
	Fundamentals of Regulation	74
	<i>Physiological Need</i>	75
	<i>Psychological Drive</i>	75
	<i>Homeostasis</i>	75
	<i>Negative Feedback</i>	76
	<i>Multiple Inputs/Multiple Outputs</i>	76
	<i>Intraorganismic Mechanisms</i>	77
	<i>Extraorganismic Mechanisms</i>	77
	<i>Homeostatic Mechanism</i>	77
	Thirst	78
	<i>Physiological Regulation</i>	79
	<i>Environmental Influences</i>	80
	Hunger	81
	<i>Short-Term Appetite</i>	81
	<i>Long-Term Energy Balance</i>	82
	<i>Environmental Influences</i>	84
	<i>Self-Regulatory Influences</i>	85
	<i>Weight Gain and Obesity</i>	86
	<i>Comprehensive Model of Hunger</i>	87

Sex 88
 Physiological Regulation 88
 Facial Metrics 90
 Sexual Scripts 93
 Sexual Orientation 94
 Evolutionary Basis of Sexual Motivation 94
Summary 96
Readings for Further Study 97

CHAPTER 5 EXTRINSIC MOTIVATION AND INTERNALIZATION 98

Extrinsic Motivation 100
Incentives and Consequences 100
 Incentives 101
 Reinforcers 101
 Managing Behavior 102
 Consequences 103
Hidden Costs of Reward 106
 Intrinsic Motivation 107
 Intrinsic Motivation versus Extrinsic Motivation 108
 Expected and Tangible Rewards 111
 Implications 111
 Benefits of Extrinsic Motivation 111
Cognitive Evaluation Theory 112
 Two Examples of Controlling and Informational Events 113
Types of Extrinsic Motivation 115
 External Regulation 117
 Introjected Regulation 117
 Identified Regulation 117
 Integrated Regulation 118
Internalization and Integration 118
 Motivating Others on Uninteresting Activities 119
Amotivation 120
Summary 121
Readings for Further Study 122

CHAPTER 6 PSYCHOLOGICAL NEEDS 123

Psychological Needs 124
 Organismic Psychological Needs 125
 Benefits of Need Satisfaction 125
Need Frustration 127
Autonomy 128
 Supporting Autonomy 129
 The Conundrum of Choice 134
 Benefits from Autonomy Support 135
 Giving and Receiving Autonomy Support 136
Competence 136
 Optimal Challenge 137
 Flow 137

	<i>Structure</i>	139
	<i>Failure Tolerance</i>	141
Relatedness		142
	<i>Involving Relatedness</i>	143
	<i>Satisfying Relatedness</i>	143
	<i>Supporting Relatedness</i>	144
	<i>Communal and Exchange Relationships</i>	145
	<i>Benefits from Relatedness Need Satisfaction</i>	146
Putting it All Together: Relationships and Social Contexts that Support Psychological Need Satisfaction		146
	<i>Engagement</i>	147
	<i>What Makes for a Good Day?</i>	147
	<i>Vitality</i>	149
Summary		149
Readings for Further Study		150
CHAPTER 7	IMPLICIT MOTIVES	152
	Implicit Motives	154
	Acquired Needs	155
	<i>Social Needs</i>	155
	<i>How Implicit Motives, as Acquired Psychological Needs, Motivate Behavior</i>	158
	Achievement	159
	<i>Origins of the Need for Achievement</i>	160
	<i>Atkinson's Model</i>	161
	<i>Achievement for the Future</i>	163
	<i>Dynamics-of-Action Model</i>	163
	<i>Conditions That Involve and Satisfy the Need for Achievement</i>	165
	Affiliation	166
	<i>Duality of Affiliation Motivation</i>	167
	<i>Conditions That Involve the Affiliation and Intimacy Duality</i>	167
	<i>Conditions That Satisfy the Affiliation Need</i>	168
	Power	169
	<i>Conditions That Involve and Satisfy the Need for Power</i>	170
	<i>Goal Pursuit and Perspective Taking</i>	172
	<i>Is the Implicit Power Motive Bad?</i>	172
	<i>Leadership Motive Pattern</i>	172
	<i>Compassionate Leadership Profile</i>	173
	<i>Four Additional Social Needs</i>	175
	Summary	175
	Readings for Further Study	176
	PART II COGNITIONS	177
CHAPTER 8	GOAL SETTING AND GOAL STRIVING	179
	Cognitive Springs to Action	180
	Plans	181
	<i>Corrective Motivation</i>	183

	<i>Discrepancy</i>	183
	<i>Discrepancy, Emotions, and Feelings</i>	184
	<i>Two Types of Discrepancy</i>	185
Goal Setting		186
	<i>Goal–Performance Discrepancy</i>	186
	<i>Difficult, Specific, and Congruent Goals Enhance Performance</i>	187
	<i>Feedback</i>	189
	<i>Criticisms</i>	190
	<i>Long-Term Goal Setting</i>	192
	<i>From Where Do Goals Come?</i>	192
Goal Striving		193
	<i>Mental Simulations</i>	193
	<i>Implementation Intentions</i>	194
Goal Disengagement		198
Summary		200
Readings for Further Study		201
CHAPTER 9	MINDSETS	202
	Mindset	203
	Mindset 1: Deliberative–Implemental	203
	<i>Deliberative Mindset</i>	205
	<i>Implemental Mindset</i>	205
	<i>Downstream Consequences of the Deliberative and Implemental Mindsets</i>	206
	Mindset 2: Promotion–Prevention	206
	<i>Promotion Mindset</i>	207
	<i>Prevention Mindset</i>	208
	<i>Different Definitions of Success and Failure</i>	208
	<i>Different Goal-Striving Strategies</i>	209
	<i>Ideal Self-Guides and Ought Self-Guides</i>	210
	<i>Regulatory Fit Predicts Strength of Motivation and Well-Being</i>	211
	Mindset 3: Growth–Fixed	211
	<i>Fixed Mindset</i>	212
	<i>Growth Mindset</i>	212
	<i>Meaning of Effort</i>	212
	<i>Origins of Fixed-Growth Mindsets</i>	214
	<i>Different Fixed-Growth Mindsets Lead to Different Achievement Goals</i>	215
	<i>Achievement Goals</i>	217
	Cognitive Dissonance	221
	<i>Dissonance-Arousing Situations</i>	222
	<i>Motivational Processes Underlying Cognitive Dissonance</i>	224
	<i>Self-Perception Theory</i>	224
	Summary	225
	Readings for Further Study	226
CHAPTER 10	PERSONAL CONTROL BELIEFS	227
	Motivation to Exercise Personal Control	228
	<i>Two Kinds of Expectancy</i>	229
	<i>Perceived Control: Self, Action, and Control</i>	230
	<i>Coping with Failure</i>	230

Self-Efficacy	231
<i>Sources of Self-Efficacy</i>	233
<i>Self-Efficacy Effects on Behavior</i>	235
<i>Empowerment</i>	237
<i>Empowering People: Mastery Modeling Program</i>	238
Mastery Beliefs	239
<i>Ways of Coping</i>	239
<i>Mastery versus Helplessness</i>	239
Learned Helplessness	240
<i>Learning Helplessness</i>	241
<i>Application to Humans</i>	242
<i>Components</i>	243
<i>Helplessness Effects</i>	244
<i>Helplessness and Depression</i>	245
<i>Attributions and Explanatory Style</i>	246
Reactance Theory	249
Expectancy–Value Model	250
<i>Value</i>	251
<i>Value Interventions</i>	252
Summary	252
Readings for Further Study	253
CHAPTER 11	THE SELF AND ITS STRIVINGS 255
Two Views of Self	256
<i>Self-as-Object</i>	257
<i>Self-as-Agent</i>	257
<i>The Problem with Self-Esteem</i>	258
Self-Concept	259
<i>Self-Schemas</i>	260
<i>Motivational Properties of Self-Schemas</i>	260
<i>Consistent Self</i>	261
<i>Self-Verification versus Self-Concept Change</i>	262
<i>Why People Self-Verify</i>	263
<i>Possible Selves</i>	263
Identity	266
<i>Roles</i>	267
<i>Connections to Social Groups</i>	267
<i>Situations Make Specific Identities Salient</i>	267
Agency	268
<i>Self as Action and Development from Within</i>	268
<i>True Self?</i>	269
<i>Self-Concordance</i>	270
<i>Intrinsic Goals and Extrinsic Goals</i>	271
Self-Regulation	273
<i>Forethought through Reflection</i>	273
<i>Developing More Competent Self-Regulation</i>	274
<i>Self-Control</i>	275
<i>Is the Capacity to Exert Self-Control Beneficial to a Successful Life?</i>	279

Summary 279
Readings for Further Study 280

PART III EMOTIONS 283

CHAPTER 12 NATURE OF EMOTION: SIX PERENNIAL QUESTIONS 285

Six Perennial Questions 286
What is an Emotion? 287
 Definition 288
 Relation between Emotion and Motivation 290
What Causes an Emotion? 291
 Two-Systems View 292
 Chicken-and-Egg 293
 What Ends an Emotion? 294
How Many Emotions are There? 294
 Biological Perspective 294
 Cognitive Perspective 296
 Reconciliation of the Numbers Issue 297
What Good are the Emotions? 299
 Coping Functions 299
 Social Functions 300
 Why We Have Emotions 302
Can We Control Our Emotions? 303
 Emotion Regulation Strategies 304
What is the Difference Between Emotion and Mood? 306
 Everyday Mood 306
 Positive Affect 308
Summary 310
Readings for Further Study 311

CHAPTER 13 ASPECTS OF EMOTION 313

Biological Aspects of Emotion 314
 James–Lange Theory 315
 Contemporary Perspective 315
 Brain Activity Activates Individual Emotions 317
 Facial Feedback Hypothesis 318
Cognitive Aspects of Emotion 324
 Appraisal 324
 Complex Appraisal 327
 Appraisal as a Process 329
 Emotion Differentiation 330
 Emotion Knowledge 331
 Attributions 332
 Emotions Affect Cognition 334

	Social Aspects of Emotion	334
	<i>Social Interaction</i>	334
	<i>Social Sharing of Emotion</i>	335
	Summary	337
	Readings for Further Study	338
CHAPTER 14	INDIVIDUAL EMOTIONS	339
	Basic Emotions	340
	<i>Fear</i>	341
	<i>Anger</i>	342
	<i>Disgust</i>	343
	<i>Contempt</i>	344
	<i>Sadness</i>	345
	<i>Emotional Preparation for Threat and Harm</i>	346
	<i>Joy</i>	346
	<i>Interest</i>	347
	<i>Emotional Preparation for Motive Involvement and Satisfaction</i>	348
	Self-Conscious Emotions	348
	<i>Shame</i>	348
	<i>Guilt</i>	350
	<i>Embarrassment</i>	351
	<i>Pride</i>	352
	<i>Triumph</i>	352
	<i>Interrelations among Shame, Guilt, Embarrassment, Pride, and Hubris</i>	353
	Cognitively Complex Emotions	353
	<i>Envy</i>	353
	<i>Gratitude</i>	355
	<i>Disappointment and Regret</i>	356
	<i>Hope</i>	357
	<i>Schadenfreude</i>	357
	<i>Empathy</i>	358
	<i>Compassion</i>	359
	Summary	360
	Readings for Further Study	361
	PART IV APPLIED CONCERNS	363
CHAPTER 15	GROWTH MOTIVATION AND POSITIVE PSYCHOLOGY	365
	Holism and Positive Psychology	367
	<i>Holism</i>	368
	<i>Positive Psychology</i>	368
	Self-Actualization	368
	<i>Hierarchy of Human Needs</i>	369
	<i>Encouraging Growth</i>	371
	Actualizing Tendency	371
	<i>Organismic Valuing Process</i>	372
	<i>Emergence of the Self</i>	373

- Conditions of Worth* 374
- Conditional Regard as a Socialization Strategy* 376
- Fully Functioning Individual* 378
- Organismic Integration* 379
- Humanistic Motivational Phenomena 379
 - Causality Orientations* 379
 - Growth-Seeking versus Validation Seeking* 380
 - Relationships* 381
 - Freedom to Learn* 382
 - Self-Definition and Social Definition* 382
 - Problem of Evil* 383
- Positive Psychology 385
 - Happiness and Well-Being* 385
 - Eudaimonic Well-Being* 387
 - Optimism* 388
 - Meaning* 389
 - Positivity* 390
 - Mindfulness* 391
- Interventions 391
 - Cultivating Hope* 392
 - Cultivating Compassion* 392
- Criticisms 394
- Summary 395
- Readings for Further Study 396

CHAPTER 16 UNCONSCIOUS MOTIVATION 397

- Psychodynamic Perspective 398
 - Psychoanalytic Becomes Psychodynamic* 399
 - Dual-Instinct Theory* 400
 - Do the Id and Ego Actually Exist?* 401
 - Contemporary Psychodynamic Theory* 402
- The Unconscious 403
 - Freudian Unconscious* 403
 - Adaptive Unconscious* 404
 - Implicit Motivation* 406
 - Priming* 407
- Psychodynamics 408
 - Repression* 409
 - Suppression* 409
 - Terror Management Theory* 411
- Ego Psychology 412
 - Ego Development* 412
 - Ego Defense* 413
 - Ego Effectance* 415
- Object Relations Theory 416
- Criticisms 419
- Summary 420
- Readings for Further Study 421

CHAPTER 17	INTERVENTIONS	423
	Applying Principles of Motivation and Emotion	424
	<i>Explaining Motivation and Emotion</i>	424
	<i>Predicting Motivation and Emotion</i>	425
	<i>Solving Motivational and Emotional Problems</i>	425
	<i>Practice Problems</i>	426
	Three State-of-the-Art Interventions	428
	<i>Preface</i>	428
	<i>Intervention 1: Satisfying Psychological Needs</i>	428
	<i>Intervention 2: Increasing a Growth Mindset</i>	431
	<i>Intervention 3: Promoting Emotion Knowledge</i>	434
	Wisdom Gained from a Scientific Study of Motivation and Emotion	436
	REFERENCES	439
	AUTHOR INDEX	515
	SUBJECT INDEX	530

Chapter 1

Introduction

WHAT IS MOTIVATION? WHY IS IT IMPORTANT?

MOTIVATIONAL SCIENCE

TWO PERENNIAL QUESTIONS

What Causes Behavior?

Why Does Behavior Vary in Its Intensity?

SUBJECT MATTER

Internal Motives

Needs

Cognitions

Emotions

Emotions as Motivational States

External Events and Social Contexts

Motivation versus Influence

EXPRESSIONS OF MOTIVATION

Behavior

Engagement

Psychophysiology

Brain Activations

Self-Report

FRAMEWORK TO UNDERSTAND MOTIVATION AND EMOTION

TEN UNIFYING THEMES

Motivation and Emotion Benefit Adaptation and Functioning

Motivation and Emotion Direct Attention

Motivation and Emotion Are “Intervening Variables”

Motives Vary Over Time and Contribute into the Ongoing Stream of Behavior

Types of Motivations Exist

We Are Not Always Consciously Aware of the Motivational Basis of Our Behavior

Motivation Study Reveals What People Want

To Flourish, Motivation Needs Supportive Conditions

When Trying to Motivate Others, What Is Easy to Do Is Rarely What Works

There Is Nothing So Practical as a Good Theory

SUMMARY

Every morning on my way to work, I walk by the same beautiful tree. Some of these mornings are bitterly cold. On these winter days, I realize that I can do something that the tree cannot. I can move. I can walk inside a building, put on a coat, or bring along a cup of hot coffee. The tree, however, just stands there day after day. So, I worry about that tree.

I worry because the tree cannot take action and do what is necessary to protect itself—from the cold, from a chainsaw, or from bark-eating beetles. I also worry about the environment that surrounds that tree. I am happy to see it supported by warm weather and a soft rain, while I fret when the wind blows hard and nutrients are scarce.

My desire and capacity to move are incredible assets. *Move* is the theme of this book. Indeed, the words motivation, emotion, and motive are all derived from the Latin verb *movere*, which means “to move.” This book is about all the forces that generate and sustain *movere*. It is a story about how the motivational and emotional assets we all possess help us move forward toward optimal functioning and greater well-being.

WHAT IS MOTIVATION? WHY IS IT IMPORTANT?

What is motivation? One reason to read this book is, of course, to find an answer to this question. But as a way of beginning the journey, pause for a moment and generate your own answer, however preliminary, however tentative, however personal and private. Perhaps scribble your definition on a notepad or in the margins of this book.

Later in the chapter, the book offers a formal definition for both motivation (page 8) and emotion (page 9). To get us started, however, consider a simple definition: Motivation is *wanting* (Baumeister, 2016). Motivation is a condition inside us that desires a change—a change in the self or a change in the environment. The appeal of this simple definition is that it identifies the active ingredient (i.e., wanting change) within any motivational state—I want to change my behavior, change my thoughts, change the way I feel, change my self-concept, change my surrounding environment, change the quality of my relationships, and so forth.

Why is motivation important? Why is it important to know and to understand what people want? While there are many reasons why motivation study is important and worthwhile, consider two key reasons.

First, learning about motivation is a very interesting thing to do. Few topics spark and entertain the imagination so well. Anything that tells us about what we want and desire, why we want what we want, and how we can improve our lives is going to be interesting. And anything that tells us about what other people want, why they want what they want, and how we can improve their lives is going to be interesting. To give us these insights, we can turn to theories of motivation to learn about topics such as human nature, goal setting, strivings for achievement and power, desires for biological sex and psychological intimacy, and emotions like fear, anger, and compassion. These theories explain how to boost engagement, change behavior, develop talent, be creative, grow interests, develop competencies, and set goals and make plans.

Second, learning about motivation is a valuable, useful, and deeply worthwhile thing to do. Learning about motivation can be an extremely practical and worthwhile undertaking. It can be quite useful to know where motivation comes from, why it sometimes changes and why it other times does not, under what conditions it increases or decreases, what aspects of motivation can and cannot be changed, and whether some types of motivation are more beneficial than are other types. Knowing such things, we can apply our knowledge to situations such as trying to motivate employees, coach athletes, counsel clients, raise children, engage students, or change our own ways of thinking, feeling, and behaving. Understanding motivation and emotion offers a reliable pathway to gain valued outcomes, such as greater effort, improved performance, a sense of purpose, personal growth, and enhanced well-being. To the extent that a study of motivation and emotion can tell us how we can improve our lives and the lives of others, the journey will be time well spent.

Studying motivation and emotion is an opportunity to gain both theoretical understanding and practical know-how. As a case in point, consider exercise. Think about it for a moment: Why would anyone *want* to exercise? Can you explain this? Can you explain where the motivation to exercise comes from? Do you understand why people might be more willing to exercise under some conditions yet less willing to do so under other conditions? Can you explain why one person might be more willing to exercise than another? Can you explain why the same person sometimes wants to exercise but other times does not want to exercise? To help answer such questions, 13 different motivation-based reasons to exercise appear in Table 1.1. For some reasons, the person just exercises spontaneously (e.g., good mood). For other reasons, the motivation has more purpose to it (e.g., health benefits). And for still other reasons, the motivation reflects something unique about the person (e.g., pursuit of a standard of excellence).

And we need to consider not only the motivation to exercise (approach) but also the motivation not to exercise (avoidance). What if exercising makes us feel anxious or stressed? What if exercise makes us feel incompetent and embarrassed? What if we feel tired, or what if we just do not feel like putting forth all that effort? What if time spent exercising takes us away from other things we like to do, such as watching television, reading a book, or logging on to Facebook?

And there are of course many different ways to exercise, assuming one actually has sufficient motivation to do so. So, we need to ask: Why run laps around a track? Why jump up and down during an aerobics class? Why climb stairs on a machine that does not really go anywhere? Or, why pass by the elevator or escalator to walk up seven flights of stairs? Why run when you know your lungs will collapse for want of air? Why jump and stretch when you know your muscles will rip

Table 1.1 Thirteen Different Motivational Reasons to Exercise

Why Exercise?	Motivation	Illustration
Fun, enjoyment	Intrinsic motivation	Children exercise spontaneously—they run and jump and chase, and they do so simply for the sheer fun of it.
Personal challenge	Flow	Athletes get “in the zone” when their sport optimally challenges their skills.
Forced to do so	External regulation	Athletes exercise because their coach tells them to do so.
Accomplish a goal	Goal	Runners strive to run a mile in six minutes or less.
Health benefits	Value	People exercise to lose weight or to strengthen the heart.
Inspiration	Possible self	People watch others exercise and become inspired to do the same.
Pursuit of a standard of excellence	Achievement strivings	Snow skiers race to the bottom of the mountain trying to beat their previous best time.
Satisfaction from a job well done	Competence	As exercisers make progress, they feel more competent, more effective.
An emotional kick	Opponent process	Vigorous jogging can produce a runner’s high (a euphoric rebound to the pain).
Good mood	Positive affect	Beautiful weather can induce a good mood such that people exercise spontaneously, as they skip along without even knowing why.
Alleviate guilt	Introjection	People exercise because they think that is what they should or ought to do to please others or to relieve their own sense of guilt.
Relieve stress, depression	Personal control	After a stressful day, people go to the gym, which they see as a structured and controllable environment.
Hang out with friends	Relatedness	Exercise is often a social event, a time to enjoy hanging out with friends.

and tear? Why take an hour out of the day when you just do not feel like it or when your schedule simply will not allow it? Why exercise when life offers so many other interesting things to do? Why indeed?

These questions ask about exercise, but they could just as easily ask about the motivation underlying any activity. If you play the piano, why? If you are fluent in a second language, why did you go through all the effort to learn that foreign language? If you spent the afternoon working hard to learn something new or to develop a talent, then why?

MOTIVATIONAL SCIENCE

The study of motivation and emotion is a behavioral science. The term science signals that answers to motivational questions require objective, data-based, empirical evidence gained from well-conducted and peer-reviewed research findings. Motivational science does not accept quotes from famous basketball coaches as definitive answers, however inspirational and attention-getting those quotes may be. Instead, motivational science embraces empirical methods, as it emphasizes testable hypotheses, operational definitions of its constructs, observational methods, and objective statistical analyses to evaluate the scientific merit of its hypotheses. Such research seeks to construct theories about how motivational processes work.

The ongoing processes of putting one's ideas about motivation to empirical test is a crucial process to realizing the title of this book (i.e., *Understanding Motivation and Emotion*), because the motivational concepts one uses need to be chosen carefully, and they need to be continually evaluated against new findings. Inadequate concepts—as determined by a lack of supportive empirical evidence—are best tossed aside, useful concepts need to be improved upon, and new explanatory concepts need to be discovered.

A theory is an intellectual framework that organizes a vast amount of knowledge about a phenomenon so that the phenomenon can be better described, understood, and explained (Fiske, 2004). The study of motivation and emotion exists to answer the *Why?* questions of behavior, thought, and feeling, such as Why did she do that? and Why does she feel that way? To quote Bernard and Lac (2013, p. 574):

without an answer to why, we are left only with the description of behavior, and description without explanation is ultimately unsatisfying.

To understand the nature of something such as achievement motivation and to explain how it works, a theory of achievement motivation needs to do two things. First, it needs to identify the relations that exist among naturally occurring, observable phenomena. For instance, a theory needs to identify what causes the phenomenon and also what the phenomenon itself causes. A theory of achievement motivation, for instance, will identify variables such as optimal challenge, independent work, and rapid performance feedback as the naturally occurring causes for achievement strivings, and it will identify variables such as effort, persistence, and career choices (e.g., entrepreneurship) as its naturally occurring consequences. Second, it needs to explain why those relations exist. For instance, why does a challenge (e.g., Can you do this?) lead some people strive for achievement while it leads other people to experience only anxiety and avoidance? If you can identify the antecedents and consequences to a motivational or an emotional phenomenon, then your understanding will be clearer, more sophisticated, and more helpful. You will be well positioned (well informed) when it comes time to improve your life or the life of a loved one.

Figure 1.1 illustrates the function and utility of a good theory (Trope, 2004). A theory cuts through the complexity and noise of reality to represent how a phenomenon generally works (“Representation” in Figure 1.1). Once formed, theories generate predictions (i.e., hypotheses) about where a motivational state comes from, what it leads to (e.g., behavioral change), and how, when, and under what conditions it might change.

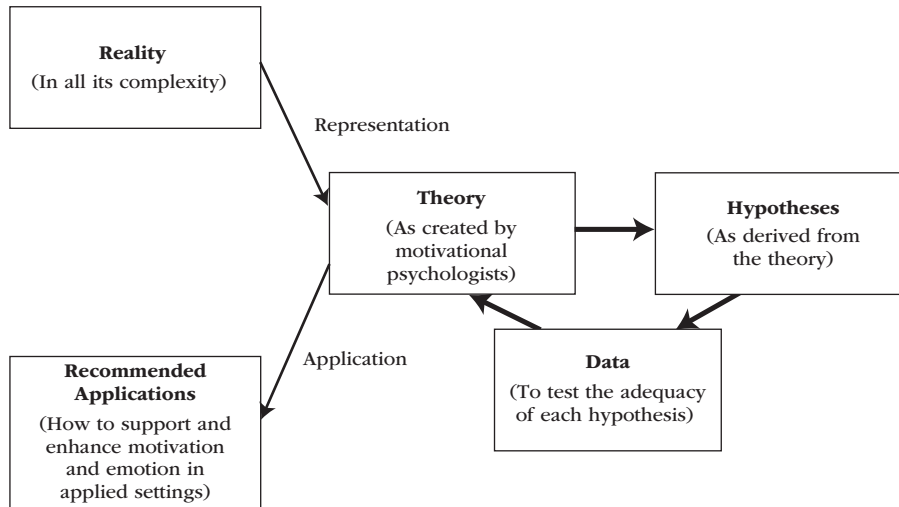


Figure 1.1 Illustration of a Theory

How a theory conceptualizes the phenomenon may or may not be correct or complete. So, researchers use the theory to generate testable hypotheses. A hypothesis is a prediction about what should happen if the theory is correct. For instance, one hypothesis about achievement motivation might be that people who set goals and receive rapid performance feedback (e.g., entrepreneurs) should experience greater achievement strivings at work than do people who have service-oriented jobs (e.g., nursing; Jenkins, 1987). With a hypothesis in hand, a research study is carried out to collect the data necessary to evaluate the accuracy of the hypothesis. If the findings support the theory's hypothesis, researchers then gain confidence in the validity of the theory.

If the findings fail to support the theory, however, researchers lose confidence in the theory and either revise it or go in search of a better theory (i.e., a better explanation).

After a theory has been sufficiently, rigorously, and objectively validated, it becomes useful. A validated theory serves as a practical tool to recommend applications that can improve people's lives ("Application" in Figure 1.1). A validated theory can inform interventions and applications in real-world settings. With a valid theory in hand, the motivation scientist can translate discovered knowledge into useful applications in schools, workplaces, and society and, therefore, promote in people more effective functioning and enhanced well-being.

Overall, by proposing and testing their theories, researchers develop a deep understanding of motivation and emotion (i.e., gain theoretical knowledge), and by refining and applying their theories, researchers develop workable solutions to life's motivational problems (i.e., gain practical know-how).

TWO PERENNIAL QUESTIONS

The study of motivation revolves around providing the best possible answers to two fundamental questions: (1) What causes behavior? and (2) Why does behavior vary in its intensity?

What Causes Behavior?

Motivation's first fundamental question is, What causes behavior? Or, stated in terms of a *Why?* question: Why did she do that? We see people behave, but we cannot see the underlying cause or causes that generated their behavior. We watch people show great effort and persistence

(or none at all), but the reasons why they show great effort remain unobserved. Motivation exists as a scientific field to identify those hidden causes of behavior.

It is helpful to expand this one general question into five specific questions:

- Why does behavior start?
- Once begun, why is behavior sustained over time?
- Why is behavior directed toward some goals yet away from others?
- Why does behavior change its direction?
- Why does behavior stop?

In the study of motivation, it is not enough to ask why a person practices a sport, why a child reads books, or why an adolescent refuses to sing in the choir. To gain a sophisticated understanding

BOX 1 Why We Do What We Do

Question: Why is this information important?

Answer: To gain the capacity to explain why people do what they do.

Explaining motivation—why people do what they do—is not easy. People have no shortage of possible motivation theories (“He did that because...”), but the problem is that many of these intuitive theories are not really helpful.

When I talk to people in everyday life, when I ask students about their own motivation theories during the first week of class, and when I read the advice people give online and during television talk shows, the most popular theories people embrace are:

- Self-esteem and praise
- Incentives and rewards

At the top of the list of people’s theories of motivation is “boost self-esteem.” The view on self-esteem sounds something like, “Find a way to make people feel good about themselves, and then good things will start to happen.” “Praise them, compliment them, and give them some affirmation that they are worthy as a person and that brighter days are ahead.” The problem with this strategy is that it is wrong. It is wrong because there is practically no empirical evidence to support it (Baumeister, Campbell, Krueger, & Vohs, 2003). Educational psychologists, for instance, routinely find that increases in students’ self-esteem do not produce subsequent increases in their academic achievement (Marsh & Craven, 2006). A former president of the American Psychological Association (APA) went so far as to conclude that “there are almost no findings that self-esteem causes anything at all” (Seligman, quoted in Azar, 1994, p. 4).

There is value in a healthy dose of self-esteem. The problem is that self-esteem is not a causal variable. Instead, it is an effect—a reflection of how our lives are going. It is a barometer of well-being. When life is going well, self-esteem rises; when life is going poorly, self-esteem falls. This is very different from saying that self-esteem *causes* life to go well. The logical flaw in thinking about self-esteem as a source of motivation is the act of putting the proverbial cart before the horse. Self-esteem is a cart, not a horse.

Next on people’s list of theories of motivation is “provide incentives and offer rewards.” This view sounds something like, “When people are unmotivated, offer them an incentive to get them going.” The problem with this strategy is twofold. First, incentives and rewards need to be given carefully, because removing them tends to damage the person’s preexisting motivation to engage in that same task without the promise of reward (Deci, Koestner, & Ryan, 1999). For instance, in school, do you only read the course textbook right before the exam? Have years and years of tests squashed your natural curiosity and early love of reading?

Second, if you think about it, the person offering the incentive actually ignores or bypasses an understanding of the person’s motivation and instead seeks only compliance. Instead of offering a reward to compensate for low motivation, wouldn’t it make a lot of sense if authors would just write a really interesting and “must read” textbook in the first place?

What we will do on each page of this book is look inside the person to identify those internal processes that energize, direct, and sustain behavior. When we do this, we will discover theories of motivation that are much more effective than the big two of “boost self-esteem” and “offer incentives.”

of why people do what they do, we must ask further why athletes begin to practice in the first place. What was the reason (or reasons) why this athlete or this group of athletes first started to participate in this particular sport? What energizes their effort hour after hour, day after day, season after season? Why do these athletes practice one particular sport rather than another? Why are they practicing now rather than, say, hanging out with their friends? When they do practice, why do these athletes quit for the day, or quit during their lifetimes? These same questions can be asked of children as they read books: Why begin? Why continue past the first page? Past the first chapter? Why pick that particular book? Why stop reading? Will their reading continue in the years to come?

For a more personal example, let me ask, Why did you begin to read this book today? Will you continue reading to the end of this chapter? Will you continue reading until the end of the book? If you do stop before the end, then why will you stop? After reading, what will you do next? Why? The discussion in Box 1 expands on the quest to explain why we do what we do.

Why Does Behavior Vary in Its Intensity?

Motivation's second fundamental question is, Why does behavior vary in its intensity? Other ways of asking this same question would be to ask, Why is desire strong and resilient at one time yet weak and fragile at another time? and Why does the same person choose to do different things at different times?

Behavior varies in its intensity, and its intensity varies both within the individual and among different individuals. The idea that motivation can vary within the individual means that a person can be actively engaged at one time, yet that same person can be passive and listless at another time. The idea that motivation can vary among individuals means that, even in the same situation, some people can be actively engaged while others are passive and listless.

Within the individual, motivation varies. When motivation varies, behavior also varies. Some days an employee works rapidly and diligently; other days the work is lethargic. One day a student shows enthusiasm and strives for excellence; yet the next day, the same student is listless, does only the minimal amount of work, and avoids being challenged academically. Why the same person shows strong and persistent motivation at one time yet weak and unenthusiastic motivation at another time needs to be explained. Why does the worker perform so well on Monday but not so well on Tuesday? Why do children say they are not hungry in the morning, yet the same children complain of urgent hunger in the afternoon? So the second essential problem in a motivational analysis of behavior is to understand why a person's behavior varies in its intensity from one moment to the next, from one day to the next, and from one year to the next.

Among different people, motivation varies. We all share many of the same basic motivations and emotions (e.g., hunger, anger), but people do clearly differ in what motivates them. Some motives are relatively strong for one person yet relatively weak for another. Why is one person a sensation seeker, who continually seeks out strong sources of stimulation such as riding a motorcycle, whereas another person is a sensation avoider, who finds such strong stimulation more of an irritant than a source of excitement? In a contest, why do some people strive diligently to win, whereas others care little about winning and strive more to make friends? Some people seem so easy to anger, whereas others rarely get upset. For those motives in which wide individual differences exist, motivation study investigates how such differences arise (antecedents) and what implications they hold (consequences). So another motivational problem to solve is to recognize that individuals differ in what motivates them and to explain why this is so.

SUBJECT MATTER

To explain why people do what they do, we need to explain what gives behavior its energy, direction, and endurance. It is some motive that energizes the athlete, it is some motive that directs the student's

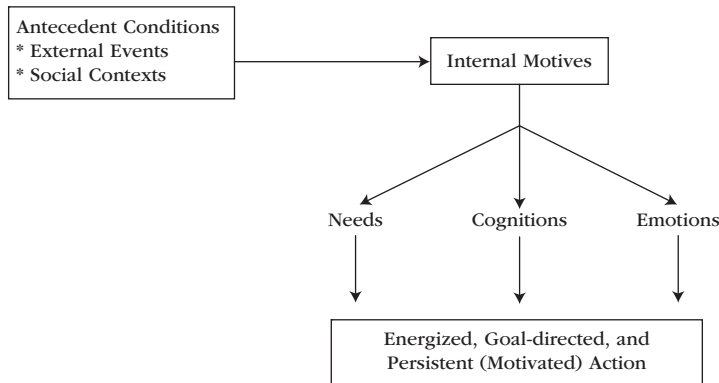


Figure 1.2 Three Categories of Internal Motives

behavior toward one goal rather than another, and it is some motive that keeps the artist painting month after month after month. *The study of motivation concerns those internal processes that give behavior its energy, direction, and persistence.* *Energy* implies that behavior has strength—that it is relatively strong, intense, and hardy or resilient. *Direction* implies that behavior has purpose—that it is aimed or guided toward some particular goal or outcome. *Persistence* implies that behavior has endurance—that it sustains itself over time and across different situations.

As shown in Figure 1.2, motives are internal experiences—needs, cognitions, and emotions. They are the direct and proximal causes of motivated action. External events and social contexts are important too, because they act as antecedents to motives. Using a movie metaphor, internal motives are the stars while external events are the supporting characters.

Internal Motives

A motive is an internal process that energizes, directs, and sustains behavior. It is therefore a general term to identify the common ground shared by needs, cognitions, and emotions. The difference between a general motive versus a specific need, cognition, or emotion is simply the level of analysis. Needs, cognitions, and emotions are just three specific types of motives (see Figure 1.2).

Needs

Needs are conditions within the individual that are essential and necessary for the maintenance of life and for the nurturance of growth and well-being. Hunger and thirst exemplify two biological needs that arise from the body's requirement for food and water. These are required nutrients for the maintenance of life. Competence and belongingness exemplify two psychological needs that arise from the self's requirement for environmental mastery and warm interpersonal relationships. These are required nutrients for growth and well-being. Needs serve the organism, and they do so by (1) generating wants, desires, and strivings that motivate whatever behaviors are necessary for the maintenance of life and the promotion of growth and well-being and (2) generating a deep sense of need satisfaction from doing so. Part I discusses specific types of needs: physiological (Chapter 4), psychological (Chapter 6), and implicit (Chapter 7).

Cognitions

Cognitions refer to mental events, such as thoughts, beliefs, expectations, plans, goals, strategies, appraisals, attributions, and the self-concept. Cognitive sources of motivation involve the person's ways of thinking. For instance, as students, athletes, or salespersons engage in a task, they have

in mind some plan or goal, they harbor expectations that they will cope well, they have ways of appraising or interpreting what is happening around them, and they have an understanding of who they are striving to become. Part II discusses specific cognitive sources of motivation: plans and goals (Chapter 8), mindsets (Chapter 9), beliefs and expectations (Chapter 10), and the self (Chapter 11).

Emotions

Emotions are complex but coordinated feeling-arousal–purposive–expressive reactions to the significant events in our lives (e.g., an opportunity, a threat, a loss; Izard, 1993). Emotions generate brief, attention-getting bursts of emergency-like adaptive behavior. That is, given a significant life event, emotions rapidly and rather automatically generate and synchronize four interrelated aspects of experience into a unified whole:

- *Feelings*: Subjective, verbal descriptions of emotional experience.
- *Arousal*: Bodily mobilization to cope with situational demands.
- *Purpose*: Motivational urge to accomplish something specific at that moment.
- *Expression*: Nonverbal communication of our emotional experience to others.

By generating and synchronizing these four aspects of experience into a coherent whole, emotions allow us to react adaptively to the important events in our lives, such as life’s challenges to our survival and well-being. For instance, upon encountering a threatening event, we rapidly and rather automatically feel afraid, our heart rate increases, an urge to escape arises, and the corners of our lips are drawn backward in such a way that others can recognize and respond to our fear experience. Other emotions, such as anger and joy, show a similar coherent pattern that organizes our feelings, arousal, function, and expression in ways that allow us to prepare for and to cope successfully with a different set of circumstances. Part III discusses the nature of emotion (Chapter 12), its different aspects (Chapter 13), and individual emotions (Chapter 14).

Emotions as Motivational States

In thinking about the subject matter of motivation and emotion, the reader might be a bit perplexed that emotions are conceived here as motivational states—that is, emotions are a subset of motivation. Emotions certainly can be studied on their own. But emotions do clearly also serve an adaptive role for individuals (Keltner & Haidt, 1999; Zeelenberg, Nelissen, Breugelmans, & Pieters, 2008). Each emotion featured in this book serves a distinct motivational function (e.g., fear from a potential threat motivates the person to escape and to search for a safe place). That is, people have three major mechanisms to generate adaptive motivational states—needs, cognitions, and emotions, and these three types of internal motives serve as the core subject matter of contemporary motivation study.

External Events and Social Contexts

External events are environmental, social, and cultural offerings that affect a person’s internal motives. Environmental events include specific attractive stimuli such as money and events such as being praised. Environmental events can also be unattractive stimuli such as a foul odor or being yelled at. Social contexts include general situations, such as a classroom or workplace climate, a parenting style, or the culture at large.

It is tempting to think that external events are themselves direct sources of motivation. For instance, if someone says, “I’ll give you \$20 if you touch your nose,” then it seems rather obvious that the \$20 bill is directly responsible for your sudden urge to touch your nose. But the motivational power of incentives and rewards (\$20) is actually traceable to the dopamine discharge that occurs