

Chapter 1

INTRODUCTION

Chapter Outline

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

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 Motivation 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

Problem of the Day

Why study human motivation? Why is it a worthwhile and satisfying thing to do?

When looking at another person in action, what cues do you use to infer that person's motivation? In other words, when a person is motivated, how do you know it?

Activities

Define motivation.

Ask each student to construct a personal, one-sentence definition. Then ask the students to exchange and share their written definitions with the person sitting next to them.

Define emotion.

Ask each student to construct a personal, one-sentence definition (if possible). Then, ask the students to exchange and share their written definitions with the person sitting next to them.

Discussion Questions

Theory

1. Imagine that a guest speaker, named Dr. Motivation, pays a visit to your class. He wonders if you might have one burning question to ask. What might that question be?
2. From a motivational point of view, what causes behavior?
3. From a motivational point of view, why does behavior vary in its intensity?
4. Are people primarily motivated by internal motives or by external events, or are people motivated about equally by internal motives and external events?

Application

1. Think about a serious motivational problem you had. What was it? What do you think caused the problem? How might you solve it?
2. Think about a serious motivational problem someone else had (e.g., a friend or teammate). What was it? What do you think caused the problem? How might you solve it?
3. Why did you come to class today? Provide a motivational answer to explain:
Initiation: What motivated you to come to class in the first place?
Persistence: Why do you continue to stay minute after minute?
Why come back tomorrow?
Goal directedness: Why go to class today rather than do something else?

Multiple-Choice Test Questions

- ___ 1. Motivation study concerns itself with those processes that give behavior its:
- (a) benefits and costs.
 - (b) energy and direction.
 - (c) feedforward and feedback.
 - (d) success and personal authenticity.
- ___ 2. A theory is a(n):
- (a) construction of facts with successive layers of complexity.
 - (b) intellectual forecast to estimate the value of a psychological principle.
 - (c) project requiring some action or some set of actions.
 - (d) intellectual framework that organizes a vast amount of information about a phenomenon as to describe, understand, and explain it.
- ___ 3. Pairing “science” and “motivation” in the phrase “motivational science” means that answers to motivational questions require:
- (a) that one’s personal beliefs about motivation are confirmed by cultural norms.
 - (b) opportunities to reflect on one’s personal experiences so as to gain personal insights about the nature of motivation.
 - (c) objective, data-based, empirical evidence from well-conducted research.
 - (d) that one recognizes that most motivational states cannot be studied scientifically.
- ___ 4. Which of the following statements is most true?
- (a) A motive is an internal process that energizes and directs behavior.
 - (b) Cognitions are short-lived physiological-functional-expressive phenomena.
 - (c) External motives (incentives) predict behavior better than do internal motives (needs).
 - (d) Internal motives (needs) predict behavior better than do external motives (incentives).
- ___ 5. Which of the following statements best defines motivation? Motivation is:
- (a) an intense desire to succeed.
 - (b) a force that energizes and directs behavior.
 - (c) a system of rewards and punishments to influence behavior.
 - (d) positive beliefs about oneself, such as high self-esteem.
- ___ 6. Among the following questions, which is considered to be a core, perennial question within motivation study?
- (a) Is human behavior mostly conscious or mostly unconscious?
 - (b) Under what conditions do people learn best?
 - (c) What causes behavior?
 - (d) Why are people happy?

- ___ 7. People often say that the best way to motivate others is to increase their self-esteem, as in “Find a way to make people feel good about themselves, and then all sorts of good things start to happen.” In response to this approach to motivation, the textbook concluded that:
- (a) no research exists on self-esteem because it is best studied through personal experience.
 - (b) a great deal of evidence supports this approach to motivation.
 - (c) practically no evidence supports this approach to motivation.
 - (d) while not perfect, increasing self-esteem is still the most effective approach to motivating other people.
- ___ 8. Which of the following questions is *not* a key part of understanding motivation study’s basic question, “What causes behavior?”
- (a) Once begun, why is a behavior sustained over time?
 - (b) What is the difference between one type of behavior and another?
 - (c) Why does behavior start?
 - (d) Why does behavior stop?
- ___ 9. A motivation researcher interested in understanding why a person eats a meal needs to answer all of the following questions, except:
- (a) How is food digested?
 - (b) Why did the eating begin?
 - (c) Why did the eating end?
 - (d) Why did the person eat quickly at first but eat much slower after several bites?
 - (e) Why is the person eating a meal rather than doing something else?
- ___10. _____ are conditions within the individual that are essential and necessary for the maintenance of life and for the nurturance of growth and well-being.
- (a) Cognitions
 - (b) Emotions
 - (c) Motives
 - (d) Needs
 - (e) Presses
- ___11. _____ are short-lived subjective-physiological-functional-expressive phenomena that orchestrate how a person reacts to significant life events.
- (a) Cognitions
 - (b) Emotions
 - (c) Motivations
 - (d) Motives
 - (e) Needs

- __12. In contrast to other psychological constructs, such as intelligence and personality, the construct of "motivation" has one great advantage, which is that:
- (a) measures of motivation are more reliable than are measures of these other constructs.
 - (b) motivation is more psychological in nature than these other constructs.
 - (c) motivation is more stable and endures over time more than these other constructs.
 - (d) the antecedent conditions to motivational states are frequently known.
- __13. The duration of time a person waits to get started on a task upon first being given the opportunity to do so (e.g., how much time it takes before one starts studying upon entering the library) is called:
- (a) choice.
 - (b) effort.
 - (c) latency.
 - (d) persistence.
 - (e) probability of response.
- __14. _____ is the time between when a behavior first starts until it ends.
- (a) Choice
 - (b) Effort
 - (c) Latency
 - (d) Persistence
 - (e) Probability of response
- __15. Assessing a person's heart rate, blood pressure, and respiratory rate to infer the presence and intensity of a person's motivational state constitutes which type of measure of motivation?
- (a) automated
 - (b) behavioral
 - (c) enactive
 - (d) psychophysiological
 - (e) projective
- __16. In general, motivation researchers rely heavily on _____ measures, but only lightly on _____ measures.
- (a) behavioral and physiological; self-report
 - (b) behavioral; self-report and physiological
 - (c) self-report and behavioral; physiological
 - (d) self-report; behavioral and physiological
- __17. Which of the following is *not* a valid criticism of self-report measures of motivation?
- (a) People often give socially desirable, rather than accurate, verbal responses.
 - (b) Self-report measures are inherently unreliable.
 - (c) Self-report measures do not work well with either infants or animals.
 - (d) Self-report measures frequently rely on memory for their accuracy.

- __18. If a motivation researcher measured chemicals within a person's blood or saliva (e.g., epinephrine, cortisol), then that researcher would be assessing which aspect of brain and physiological activity as an expression of the person's motivation?
- (a) brain activity
 - (b) cardiovascular activity
 - (c) electrodermal activity
 - (d) hormonal activity
- __19. Engagement is a multidimensional expression of motivation. Which of the following aspect of engagement is *not* central to understanding the person's underlying motive status?
- (a) behavioral engagement
 - (b) cognitive engagement
 - (c) emotional engagement
 - (d) social engagement
- __20. _____ engagement expresses the extent to which the person actively monitors how well things are going and uses sophisticated learning and problem-solving strategies.
- (a) Behavioral
 - (b) Cognitive
 - (c) Emotional
 - (d) Social
- __21. _____ refers to how actively involved a person is during the activity in terms of being on-task and displaying effort and persistence.
- (a) Agentic engagement
 - (b) Behavioral engagement
 - (c) Cognitive engagement
 - (d) Emotional engagement
 - (e) Social engagement
- __22. Which of the following is an example of using hormonal activity to measure motivation?
- (a) Cortisol release into the bloodstream
 - (b) Electrical changes on the surface of the skin, as with a lie detector machine
 - (c) Eye behavior, such as blinks and glances
 - (d) Facial expressions to show a specific emotion
 - (e) Ingesting a medicine to change brain functioning, such as taking an aspirin
- __23. If a student pays very close attention to the learning materials, puts a lot of effort into the learning, and persists in the learning for an extended period of time, she would be rated as scoring high on _____ engagement.
- (a) behavioral
 - (b) cognitive
 - (c) emotional
 - (d) social

- __24. If a student asked questions, offered suggestions, and expressed his preferences for how to learn the lesson, he would be rated as scoring high on _____ engagement.
- (a) agentic
 - (b) behavioral
 - (c) cognitive
 - (d) emotional
 - (e) social
- __25. The following example reveals the importance of which theme in the study of motivation? The worker who has an interesting job and works with supportive co-workers will perform better and be happier on the job than will the worker who has a boring job and works with conflictual co-workers.
- (a) Motivation includes both approach and avoidance tendencies.
 - (b) Types of motivation exist.
 - (c) To flourish, motivation needs supportive conditions.
 - (d) We are often not consciously aware of the motivational basis of our behavior.
- __26. Which of the following statements best supports the conclusion that types of motivations exist?
- (a) Motivation is a dynamic process.
 - (b) Motivation is a unitary construct.
 - (c) Some types of motivation yield a higher quality of experience and better outcomes than do other types.
 - (d) Some types of motivation produce more energy and direction than do others.
- __27. To adapt optimally, people need a motivational repertoire that features:
- (a) just as many avoidance-based motives as approach-based motives.
 - (b) many more approach-based motives than avoidance-based motives.
 - (c) many more avoidance-based motives than approach-based motives.
 - (d) many more psychologically based motives than biologically based motives.
- __28. Which of the following is an example of motivation as an intervening variable?
- (a) Motivation → Outcome
 - (b) Motivation → Multiple outcomes
 - (c) Old motivation → Social context → New motivation
 - (d) Social context → Motivation
 - (e) Social context → Motivation → Outcome
- __29. A motivational psychologist would agree with each of the following statements, *except*:
- (a) changes in environmental conditions cause changes in motivational states.
 - (b) motivation includes both approach and avoidance tendencies.
 - (c) to adapt optimally, people need positive, approach-based motives rather than aversive, avoidance-based motives.
 - (d) to flourish, motivation needs supportive conditions.