

Motivation Module  
November 9  
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- I. Objectives: By the end of the unit students will:
  - A. Understand general principles of motivation.
  - A. Understand sexual motivation.
  - A. Understand achievement motivation.
- I. Resources
  - A. Class Time: Weiten's Instructor's Manual  
Kalat's Instructor's Manual  
Sternberg's In Search of the Human Mind  
Instructors manual for Psychology: The Adaptive Mind (Maslow quiz and journal assignment)
  - A. Required Reading: Kalat 391-399 & 413-431
- I. General Outline
  - A. General principles of motivation
    - Why do people go to college?
  - A. Maslow's Hierarchy of Needs
  - A. Achievement Motivation
- I. Detailed Outline
  - A. General principles of motivation
    - Why do people go to college?
      - On the last day of development ask students to write down why people go to college—thinking up as many reasons as possible.
      - Collect and type up a list of the responses
      - In groups have students put these into some sort of order/categorization.
      - They may put them into categories like parents, friends, self, future
      - Offer 2 primary reasons which should subsume all the rest—internal and external
    - Kalat provides 4 view of motivation
      - 3 fall in the internal category
      - Instinct theories—motivation as energy which builds up
        - If you kept getting angry at someone and couldn't yell at them, this anger would build up until it came out as anger at someone else or a violent act toward some object. The energy built up and had to be released.
      - Drive theories—you do something to remove a state of unrest or irritation. Hungry therefore eat.
      - Homeostasis—maintenance of a level put on a coat to stay the same temperature
      - 1 falls into the external category
      - Incentive theory—"external stimuli that pull us toward certain actions" (p. 395) Work for pay
      - [note any reasons for going to college that fit into these

categories]

There may be many different motivations for one activity

A. Maslow's Hierarchy of Needs

Hierarchy of needs quiz—which would you choose?

Organized needs into a hierarchy, with the ones most central to our survival on the bottom—they need to be fulfilled before we can move on to others

Bottom to top: Physiological needs, safety needs, belongingness and love needs, esteem needs, self-actualization

A. Achievement Motivation

1. Measured with the TAT (show one picture, describe procedure) or the Work and Family Orientation Questionnaire (Spence & Helmreich, 1983—3 components, work orientation, mastery, and competitiveness)

a) TAT high need for achievement—example

a) Handout on WFOQ

2. Individuals with high need for achievement are more likely to attend college, make high grades, be involved in extracurricular activities, hold higher-status jobs, work harder at their jobs, and hold higher expectations of success. They are also more likely to start their own business. They work harder when they fail and relax after successes (low need for achievement do the opposite).

3. On research with high school and college students researchers found that males scored higher on mastery and competitiveness and females higher on work orientation. Because of this women tend to have a fear of success more often than men.

4. Cross cultural studies have show that American parents and Chinese parents both place emphasis on achievement. People are likely to develop a high need for achievement if their parents have placed a high emphasis on this.

American parents tend to place the emphasis on achievement for the purpose of independence, but Chinese parents place emphasis on achievement for the purpose of pleasing the family and the community.

5. Our need for achievement can be adaptive. Goals to strive for are helpful to us. Alexander the Great wept when he reached the end of his battles. Clip from "The Great Escape" (when they are your own—"Dead Poet's Society")

I. Table of Specifications

Objective	Factual	Conceptual	Analytical	Total
A—Basics of Motivation	1	1	2	4
B—Sexual Motivation	2	2	0	4
C— Achievement Motivation	2	2	0	4
Total	5	5	2	12

1. Which of the following is an example of motivation as a drive as described in Hull's drive reduction theory?

- A. the desire to ride a roller coaster
- B. the enjoyment of painting or other creative activity
- C. an interest in trying unfamiliar foods just for variety
- D. the desire to remove a painful splinter

application (A)

2. Playing the piano for the fun of it is an example of \_\_\_\_\_; playing the piano because one is being paid is an example of \_\_\_\_\_.

- A. extrinsic motivation ... intrinsic motivation
- B. intrinsic motivation ... extrinsic motivation
- C. drive ... homeostasis
- D. homeostasis ... drive

application (A)

3. Cousin Jeb is taking fiddle lessons and his mother wants to encourage him. She asks you if you think it would help for her to pay him one dollar for each hour practiced.

Based on what you have learned in your psychology course, your advice would be

- A. to not to pay him, because the overjustification effect would reduce his intrinsic motivation.
- B. to not pay him, because the money would come to serve as a primary motivation
- C. to pay him, because the overjustification effect would increase his extrinsic motivation
- D. to pay him, because practicing the fiddle would then become the primary motivation.

Conceptual (A)

4. Maslow's hierarchy of needs assumes that

- A. certain kinds of motivation always takes priority over certain other kinds.
- B. Anyone who has been paid for doing something interesting will lose interest in doing it for fun.
- C. All motivations are based on a tendency to reduce drives and needs.
- D. Motivation varies so much from one person to another that we can make no general statements about motivation.

Factual (A)

5. Alfred C. Kinsey, one of the first researchers on human sexual motivation, conducted his research by

- A. interviewing individuals from participants in organizations
- B. obtaining a representative sample from the U.S. population and interviewing them
- C. using pencil and paper surveys sent to a random selection of U.S. citizens
- D. doing a phone survey of 12,000 people

factual (B)

6. According to Masters and Johnson, human sexual arousal proceeds through four stages:

- A. excitement, plateau, climax, resolution
- B. abstinence, experimentation, habituation, withdrawal
- C. pleasure, augmentation, approach, completion
- D. denial, bargaining, acceptance, action

factual (B)

7. Under what circumstances might a genetically female (XX) fetus develop a sexual anatomy that partly resembles that of a genetic male (XY)?
- Her mother continued to engage in sex while she was pregnant.
  - Her mother consumed alcohol during pregnancy.
  - She was exposed to less estrogen than normal for a female fetus
  - She was exposed to more testosterone than normal for a female fetus.
- Conceptual (B)
8. A man who has a homosexual orientation is most likely to have a brother who is also homosexual if that brother is
- an identical twin
  - a fraternal twin
  - older than he is
  - adopted
- conceptual (B)
9. How does the Thematic Apperception Test measure the need for achievement?
- people look at pictures and tell a story about them; the number of times that a striving for goals is mentioned is counted.
  - people read a story and are asked to complete it; the number of times that people mention quitting or failure is counted.
  - People are asked to toss rings over a peg from different distances; the number of successes is counted.
  - People are asked whether they are strongly motivated to succeed.
- Factual ©
10. If you want to make and keep a New Year's resolution, which of the following is **poor** advice?
- Be sure your goal is realistic.
  - Tell other people about your goal.
  - Set either a very easy or an extremely difficult goal.
  - Get periodic feedback on how well you are achieving your goal.
- Conceptual ©
11. According to your textbook, preschool-age children tend to show
- pleasure at completing a task and distress if they are unable to complete it
  - indifference whether they complete a task or not
  - little pleasure at completing a task, but extreme distress if not allowed to complete it
  - pleasure at completing a task, but little distress if they are unable to complete it.
- Conceptual ©
12. Chinese and American parents tend to both place emphasis on achievement, however,
- Chinese parents focus on achievement for the purpose of pleasing the family, while American parents focus on achievement for the purpose of independence.
  - Chinese parents focus on achievement for the purpose of independence, while American parents focus on achievement for the purpose of pleasing the family.
  - Chinese children don't tend to develop a need for achievement in adulthood.
  - Focusing their children's energy on achievement is more difficult to achieve for Chinese parents than for American parents.
- Factual ©

13. no

Journal Entry #8

What makes you “do the things you do”? Make a list of (a) your favorite 3 things to do, and (b) 3 major things you did today. Along with each of the activities you listed under (a) and (b), give possible reasons for engaging in the behavior—in other words, what motivates you to participate in these behaviors?

Look at the list of “motivators” you’ve generated. What are some of the more prominent ones? Do you see any differences between the motivators in you (a) and (b) lists? If so, what do you think explains the difference? What approach to motivation explains these?