

10th Anniversary Meeting
Society for the Study of Motivation

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Program Abstracts



Symposia

Symposium 1: Interpersonal Processes in Goal Pursuit: Implications of Perceiving Others as Motivationally Instrumental

Co-Chairs: N. Pontus Leander (University of Groningen) & Edward Orehek (University of Pittsburgh)

Motivation science may still be at an early stage of understanding the vast, intricate ways in which other people may be instrumental for one's goals and needs. Whereas some theories focus on how other people represent means to an end, other theories focus on how interpersonal connections determine the very types of goals one adopts and pursues. The present symposium considers the extent to which an individual's goals and needs have meaningful consequences for how one connects and engages with a target person. We will consider how matters of perceived instrumentality could predict a range of interpersonal processes – including aggression and objectification, as well as information exchange and interpersonal closeness. The talks also suggest new ways of thinking about social connections – people could be members of a shared information community, or perceive a shared reality, and such factors may afford different motivated behaviors and tendencies.

➤ **Is Displaced Aggression Instrumental for Competence-Need Satisfaction?**

N. Pontus Leander (University of Groningen) & Tanya Chartrand (Duke University)

Why do people engage in seemingly hostile or senseless acts of aggression against innocents? Aggression increases when people's goals are thwarted, but it remains unclear why people then displace their aggression onto unrelated targets. We propose displaced aggression serves to compensate for a threat to one's need to feel competent and effective. From this perspective, the targets of displaced aggression are but means to an end, in that inflicting harm to them is a compensatory way to experience efficacy. We will present experimental evidence that displaced aggression is often a product of failing at nonconscious achievement goals, but it can be attenuated by new opportunities for goal pursuit, or even redirected into prosocial interpersonal behavior if it represents an alternative means to experience efficacy. If victims of displaced aggression are indeed unwitting means of need satisfaction, then perhaps displaced aggression is itself psychologically functional and not purely hostile or senseless.

➤ **On the Nature of Objectification: Implications of Considering People as Means to Goals**

Edward Orehek (University of Pittsburgh)

People are objectified when they are treated as a means to a goal. The most common example is when women are sexually objectified and reduced to their physical appearance, sexuality, or individual body parts. In such instances, people are used in the same way as objects, and are evaluated according to their instrumentality to the others' goals. I will (1) outline basic principles of means-goal relations during goal pursuit, (2) review research in which people are means to goals, (3) explain objectification according to a means-goal psychology in which people serve as means to goals, and (4) explain the implications of our account for the consequences of objectification. Specifically, we argue objectification is inevitable and that the consequences of objectification, including its morality, depend on the goal to which a person serves and whether the objectified person wants to serve that goal.

➤ **Shared Reality and Interpersonal Closeness**

E. Tory Higgins & Maya Rossignac-Milon (Columbia University)

Shared reality occurs when people experience having in common with others a feeling, belief, or concern about something. They feel connected to another person or group by knowing that this person or group sees the world the same way that they do—they *share* what is *real* about the world. Interpersonal closeness is both a determinant and a consequence of shared reality. As a determinant, research on the effects of communication on memory—the “saying-is-believing” SIB effect—has shown that establishing a personal relationship with an outgroup partner makes the SIB effect appear when it otherwise does not, and disrupting a relationship with an ingroup partner makes the SIB effect disappear. As a consequence, perceiving that one has a shared reality with one’s partner in a romantic relationship predicts closeness as measured both implicitly (spontaneous use of “we” or “us” words) and explicitly (Aron’s “inclusion of other in the self”).

➤ **Information Agents: A Neglected Dimension of Interpersonal Self Theory**

Roy F. Baumeister (University of Queensland & Florida State University)

Theories about human volition and agency emphasize decision-making and controlled guidance of action, which have a long evolutionary history. A distinctive aspect of the human self, however, includes being a member of an informational community. This talk develops a theory of information agency based on review of empirical findings. The primary tasks of information agents are (1) seeking new information, (2) communicating information to others, and (3) passing along information obtained from other information agents. Additional, more advanced tasks include (4) operating on information, such as evaluating truth and consistency, (5) selectively withholding information, as in keeping secrets, and even (6) deceiving others with false information. Supportive findings are reviewed, including research on expressive / communicative motivation, gossip, curiosity, secrecy, consistency, arguing, and deception.

Symposium 2: Do Lack of Power and Control Deprivation Trigger Behavioural Inhibition? The Moderating Roles of Stability, Feedback, Need for Closure, and Status.

Chair: Ana Guinote (University College London)

A great deal of research has focused on the detrimental effects of powerlessness and control deprivation (LC) for individuals. Supposedly, lacking control over one's outcomes activates the Behavioural Inhibition System, a system that is sensitive to punishments and threats (e.g., Keltner, et al., 2003). This assumption conflicts with anecdotal evidence that control deprived individuals are often motivated, and achieve, rewarding goals (work/education). When does power/powerlessness trigger approach or avoidance motivation? Which properties of the social structure and the individuals buffer/accentuate behavior inhibition? Metha (PNAS) demonstrates that threats to powerholders' control, seen in unstable hierarchies, trigger a cascade of hormonal and psychological stress-responses akin to inhibition. Guinote shows that lack of power only triggers inhibition when participants receive/recall negative feedback. Kossowska examines the role of need for closure on BIS/BAS under LC. Dupree demonstrates that Black people, who are typically control deprived, seek individual status as a buffer against race-status associations.

➤ **Hierarchy stability moderates the effect of rank on stress and performance.**

Pranjal Mehta & Erik Knight (University of Oregon, USA)

High rank reduces stress responses in numerous species, but these buffering effect of status may dissipate or even reverse during times of hierarchical instability, which threatens powerholders' control. 118 participants in high/low rank positions in a stable/unstable hierarchy were exposed to a social-evaluative stressor (a mock job interview). High rank in a stable hierarchy buffered stress responses and improved performance, but high rank in an unstable hierarchy boosted stress responses and did not lead to better performance. This general pattern of effects was observed across endocrine (cortisol and testosterone), psychological (feeling in control), and behavioral (competence, dominance, and warmth) responses to the stressor. The joint influence of status and hierarchy stability on interview performance was explained by feelings of control and testosterone reactivity. Greater feelings of control predicted enhanced interview performance, whereas increased testosterone reactivity predicted worse performance.

➤ **Positive Feedback is a Buffer Against Lack of Power**

Ana Guinote, University College London, UK (member of SSM), Mianlin Deng (University College London), & Lijuan Cui (East China Normal University)

The role of evaluative feedback on the links between powerlessness and inhibition was examined. In Study 1, participants in a powerless (control) condition self-reported avoidant tendencies upon receiving negative but not upon receiving positive feedback. In Study 2, using eye-tracking, we found that only participants who obtained negative (vs. positive) performance feedback showed avoidant eye movements towards a high-power leader. In Study 3, only powerless participants with negative feedback (vs. positive), showed negative emotions, and decreased propensity to negotiate. In Study 4, participants who received negative (vs. positive) feedback more frequently avoided seating next to a power holder. These participants also showed right-hemisphere frontal dominance in a line bisection task, indicative of behavior inhibition. Moreover, this mediated the interactive effects of

powerlessness and feedback on avoidance. We conclude that positive feedback alleviates the negative effects of powerlessness on behavior inhibition, which dominated research over the last 15 years.

➤ **When feelings of low control lead to open-minded cognition: The role of motivation toward closure**

Małgorzata Kossowska & CSCS group (Jagiellonian University)

Many different theories referring to uncertainty or control agreed that beliefs that the world is composed of orderly, predictable, and certain relations, are a fundamental need that must be met for people to confidently act in goal-directed ways. They also agreed that believing in a random, unpredictable or uncertain world is usually stressful, traumatic, and anxiety provoking. We suggest that feelings of control are means of satisfying the more overarching and inclusive goal of achieving certainty. These hypotheses were tested in a series of experimental studies, in which we measured need for closure and assessed control related variables. We demonstrated that feelings of control lead to closed-minded cognitive strategies, whereas deprivation of control may lead to open-minded cognitions to achieve certainty.

➤ **Race-Status Associations Predict Which Jobs Blacks and Whites Prefer for Self and Others**

Cydney H. Dupree (Princeton University), Obianuju Obioha (University of Pittsburg), & Susan T. Fiske (Princeton University)

Research has rarely examined stereotypes linking race and status, let alone their consequences for Blacks' and Whites' respective desire to attain or maintain high status. Despite the rise in prominent counter-stereotypical minorities, race-status associations (RSAs) remain, linking Whites with high-status positions and Blacks with low-status positions. Using two novel measures of RSAs—one assessing explicit RSAs, the other implicit RSAs—four studies explore their consequences for Whites' and Blacks' occupational preferences for self and others. For Whites, explicit RSAs predicted Whites' status-keeping responses: rejection of low-status jobs for self (Study 1) and acceptance of low-status White (but not Black) status-seeking job applicants (Study 3). These effects were mediated by perceived belonging. In turn, Blacks' implicit RSAs predicted competitive status-seeking responses: own preference for high-status jobs (Study 2) and rejection of other Black status-seeking job applicants (Study 4). Status seeking among Blacks was not mediated by perceived belonging.

Symposium 3: Current Perspectives on Intrinsic Motivation

Chair: Marie Hennecke (University of Zurich)

Responding to the recent surge of interest in the construct of intrinsic motivation, this symposium will explore intrinsic motivation and related concepts like task enjoyment from different perspectives. Arie Kruglanski will present a goal-systems analysis of intrinsic motivation according to which it can best be understood as a complete fusion of a means and its goal. Ayelet Fishbach will elaborate the parallels between intrinsic (vs. extrinsic) motivation and immediate (vs. delayed) rewards, for example, by demonstrating that immediate rewards can increase intrinsic motivation. The next two presentations then emphasize the role of individual differences in intrinsic motivation. Nicola Baumann will talk about intimacy, flow, and prosocial guidance as intrinsic ways to enact the implicit needs for affiliation, achievement, and power, respectively. Finally, Thomas Czikmanti will introduce a new self-report scale that can capture people's ability to take pleasure in various goal-directed activities and that successfully predicts task enjoyment and persistence.

➤ **Intrinsic Motivation as Means-Ends Fusion**

Arie W. Kruglanski (University of Maryland), Ayelet Fishbach (University of Chicago), & Jocelyn Belanger (NYU Abu Dhabi)

Intrinsic motivation toward an activity exists where the activity constitutes an end in itself. We presently conceptualize such motivation as located on a continuum defined by the degree of fusion between the activity and its goal. At the low end, the activity serves as a means to a fully separate goal, and at the high end—it is completely fused with the goal. Three types of empirical evidence support these notions: Studies demonstrating that: (1) adding *alternative means* to the goal dilute the association between the activity and its end and consequently reduce the intrinsic motivation for the activity, as does (2) adding *alternative goals* to that served by the activity; (3) studies showing that goal commitment, and affect invested in the goal transfers to the activity as function of the degree of association between the goal and the activity, appropriately affecting intrinsic motivation for the activity.

➤ **Harnessing Immediate Rewards to Increase Intrinsic Motivation**

Ayelet Fishbach & Kaitlin Woolley (University of Chicago)

We provide a framework for understanding intrinsic motivation using insights from research on immediate and delayed rewards. We explore the parallels between intrinsic (vs. extrinsic) motivation and immediate (vs. delayed) rewards and present support for three propositions. First, intrinsic (but not extrinsic) rewards are valued more in the present than with a temporal delay. For example, people value learning new things more in their present job than in previous and future jobs. Second, immediate rewards render the experience of an activity as more intrinsic. For example, receiving an immediate (vs. delayed) bonus payment increases the motivation to engage in a task during a free choice phase. Third, by increasing intrinsic motivation, immediate rewards increase persistence. For example, focusing on the positive taste of healthy food increases consumption compared with focusing on the delayed health benefits.

➤ **Five Ways to Satisfy Your Needs: Exploring Intimacy, Flow, and Prosocial Guidance as Intrinsic Ways to Enact Implicit Motives**

Nicola Baumann (University of Trier)

Human motivation is driven by implicit motives that orient, select, and energize behavior. Implicit motives typically tell us *why* people do the things they do, for example, in order to build, keep, or restore positive relationships with other people (affiliation), to succeed against a standard of excellence (achievement), and to gain pleasure from having an impact on others (power). The question *how* human behavior unfolds is traditionally unraveled in the psychology of volition rather than motivation. In my talk, I elaborate on the integration of motivation and volition in the Operant Motive Test (OMT). In addition to the content of people's striving, the OMT assesses five ways to enact implicit motives. My focus will be on intimacy, flow, and prosocial guidance as intrinsic ways to enact affiliation, achievement, and power needs, respectively. Findings of several studies indicate that intrinsic motive enactment relies on the self and has positive health outcomes.

➤ **The Journey is Its Own Reward: Dispositional Taking Pleasure Predicts Intrinsic Experience and Persistence During Goal Pursuit**

Thomas Czikmanti, Marie Hennecke, & Veronika Brandstätter (University of Zurich)

Insufficient intrinsic enjoyment of goal-relevant tasks can necessitate continuous volitional efforts and jeopardize goal attainment. Do people differ in the extent to which they take pleasure in these and other tasks? Various existing individual differences constructs, like trait affectivity, implicit motives, and emotion regulation, suggest that they do. To measure these individual differences directly, we constructed the Dispositional Taking Pleasure Scale. The scale has an internally consistent single-factor structure ($N = 730$) and a good test-retest reliability over four months. The investigation of a wide nomological net strongly suggests that it is not redundant with any existing constructs, including trait affectivity ($r = .34$). In four lab, online, and field studies (total $N = 672$), the scale furthermore reliably predicted reduced boredom, increased task enjoyment, and increased voluntary persistence during goal pursuit. We present an affective and motivational person variable that can support successful goal pursuit outside of effortful self-control.

Symposium 4: Misregulation

Chairs: Denise de Ridder & Marieke Adriaanse (Utrecht University)

Research has highlighted underregulation as the major cause of self-regulation failure, arguing that insufficient control over impulses seriously hinders goal attainment. In this symposium we propose the concept of misregulation (misguided attempts at self-regulation) as an alternative explanation for self-regulation failure. We argue that failure resulting from misregulation may provide better opportunities for ultimate self-regulation success, such as when alternating indulgence and long-term goal striving. In four presentations we will address essential elements of misregulation. Adriaanse will discuss how confabulated reasons for unexplainable self-regulation failure may negatively affect future self-regulation attempts. Fujita will highlight construal level as a determinant of responses to negative feedback on goal progress. Milyavskaya and Berkman will discuss self-control in terms of motivation for goal attainment rather than restraining in-the-moment impulses. Finally, De Ridder will present research on self-licensing that may boost subsequent self-regulation attempts because it protects self-image of a competent self-regulator.

➤ **Misregulation by confabulation**

Marieke Adriaanse (Utrecht University)

In this talk I will discuss recent findings on the downstream consequences of non-consciously activated behaviors. A substantial proportion of our behavior is guided by processes that occur outside of conscious awareness. Considering that people believe that they have conscious control over their behavior, psychologists have recently started to wonder how people deal with such non-consciously activated behavior, in particular when this behavior signals self-regulation failure. I will discuss recent evidence showing how our lack of insight into the processes driving behavior makes people vulnerable to confabulate (to lie without the intent to deceive) plausible reasons for this behavior. This process is of relevance to self-regulation researchers as it affects personal perceptions about behaviors, and it may negatively affect subsequent attempts to self-regulate behavior as well as possibilities for effective interventions.

➤ **The role of construal level in responses to negative feedback: A dual-motive perspective**

Kentaro Fujita (Ohio State University), Jennifer Belding (UC-San Diego), & Karen Naufel (Georgia Southern University)

Diagnostic negative information presents a motivational dilemma. Although it can guide future self-improvement efforts, it also presents short-term affective costs. This talk highlights construal level as a determinant of responses to negative feedback. Whereas low-level construal promotes short-term self-protection motivation (promoting dismissal), high-level construal promotes long-term self-change motivation (promoting acceptance). This talk will review empirical support for these assertions, as well as explore perceived motivational relevance and changeability of the feedback domain as boundary conditions. This research highlights the central role of construal level in how people respond to negative feedback, and may have implications for designing interventions and policies for reducing defensive dismissal and derogation of this information.

➤ **Misregulation by myopia? The overlooked paths to self-control**

Marina Milyavskaya (Carleton University) & Elliot Berkman (University of Oregon)

The term ‘self-control’ is applied to myriad phenomena ranging from individual differences that emerge in childhood and lead to beneficial outcomes throughout life to the ability to withhold a button press on a trial in a laboratory task. A widely-held assumption is that these approaches all tap the same construct. Revisiting this assumption could resolve puzzles in the field, such as evidence that trait measures of self-control do not predict performance on self-control tasks. We argue that widespread assumptions about self-control, for example, that laboratory executive function tasks tap into a real self-control dilemma, have broadly caused researchers and laypeople alike to hold a myopic view of what self-control entails. Consequently, research on self-control and how to improve it has focused disproportionately on hot, “in-the-moment” forms of control and not on other aspects of self-control such whether the task relates to an active goal or how motivated an individual is.

➤ **Self-licensing: misregulation or smart balancing?**

Denise de Ridder, Sosja Prinsen, & Catharine Evers (Utrecht University)

Self-licensing is often considered a typical case of misregulation because having excuses for not acting in line with long-term goals (e.g., weight control) makes self-regulation failure acceptable for oneself. While single acts of self-licensing (e.g., abandoning one’s diet because someone just experienced a negative emotional event) have indeed been shown to be a cause of self-regulation failure, we argue that self-licensing may benefit self-regulation success in the long run because it holds beneficial effects for self-regulatory ability and the capacity to deal with subsequent self-regulatory conflicts. Findings from a momentary assessment study examining self-regulatory conflicts and self-licensing opportunities over the course of one week support our hypothesis that self-licensing benefits self-regulation over time. People who violated their goal for a reason were able to protect their self-image as a competent self-regulator and more frequently managed to resolve subsequent self-regulation conflicts, showing that balancing immediate needs and goals enhances self-regulation success.

Symposium 5: Antecedents, consequences, and interpersonal costs of passion for work

Co-Chairs: Jon M. Jachimowicz (Columbia University) & Amy Wrzesniewski (Yale University)

To be passionate about work is increasingly heralded as the ultimate ideal of professional life. From commencement speakers to top executives, many imbue their followers with the maxim endorsed by the German philosopher Friedrich Hegel: “Nothing great in the world was accomplished without passion.” Historically low levels of work engagement (Gallup, 2015) are being combated by paragons of passion spreading the message of “Doing what you love, and you will never work another day.” This symposium features novel research from scholars who investigate: (1) whether passionate employees are more or less likely to transgress ethical boundaries (Brown & Galinsky; Lu & Galinsky); (2) why employees are less passionate than they would like to be (Jachimowicz, Menges, & Akinola); (3) how perceptions of passionate coworkers change as a function of an employee’s own level of passion (To & Kilduff); and (4) whether people might legitimize taking advantage of passionate workers (Kim, Campbell, Shepherd & Kay). Dr. Wrzesniewski will conclude with a five-minute discussion of the research presented and the field of work passion.

➤ **Passionate Employees Engage in Less Unethical Behavior When It Harms the Organization**

Jackson Lu (Columbia University) & Adam D. Galinsky (Columbia University)

Are passionate employees also more ethical at work? Four correlational and experimental studies suggest that employees who are more passionate about their work are less likely to engage in unethical behavior when it harms the organization because they feel affectively committed to the organization. Study 1 revealed a negative relationship between MBA students’ ($N = 564$) work passion and organizational deviance (Bennett & Robinson, 2000) at their last job. In addition to replicating this relationship, Study 2 (MTurk) and Study 3 (field study) found that it was mediated by affective commitment (Allen & Meyer, 1990). Study 4 provided experimental evidence for the full mediation model by manipulating levels of work passion through a recall task and subsequently assessing organizational deviance. Theoretical contributions and practical implications are discussed.

➤ **Individuals Experience Passion Gaps Because They Confuse the Consequences of Work Passion for Its’ Antecedents**

Jon M. Jachimowicz (Columbia University), Jochen I. Menges (WHU – Otto Beisheim School of Management) & Modupe Akinola (Columbia University)

If work passion is such a desirable trait, then why is it so difficult to obtain? Perhaps the gap between desired and currently perceived levels of passion exists because there is confusion over how to obtain more passion. In Study 1, we analysed graduation speeches and newspaper articles, and code the advice given to graduating students on how to obtain more work passion. In addition, we conducted over 50 interviews with highly passionate individuals, and asked them how they obtained their work passion. We next tested the endorsement of this advice in a lab (Study 2) and field (Study 3) context, and find that those individuals who endorsed advice given by interviewees were less likely to indicate they were currently lacking work passion, whereas we find the reverse for those individuals who endorsed advice given by graduation speeches and newspaper articles.

➤ **Interactions Between Self and Other's Level of Passion**

Chris To (New York University) & Gavin Kilduff (New York University)

Research on passion has focused on how being passionate affects personal outcomes such as wellbeing, performance, and motivation. Drawing on work from social comparison, we extend this literature by posing two additional questions: How are passionate people perceived, and, what are the implications of these perceptions? Study 1 demonstrates that individuals are more likely to admire passionate coworkers, and subsequently are more likely to help their coworker. However, Study 2 demonstrates that when self-passion is low, comparisons to a passionate coworker trigger feelings of envy, which decreases helping behavior as well as the pursuit of individual's own work passions. As a result, our work suggests that while passionate others can foster feelings of admiration, being around passionate others can also trigger envy when self-levels of passion are low, with detrimental consequences for the self and others.

➤ **Crimes of Passion: Crossing Ethical Boundaries in the Pursuit of Passion**

Zach Brown (Columbia University) & Adam D. Galinsky (Columbia University)

Employees are often confronted with opportunities to engage in unethical behavior. But in some cases, engaging in unethical behavior may benefit the organization (Umphress, Bingham, & Mitchell, 2010). But are those employees who pursue higher levels of passion more likely to disregard ethical concerns, and instead choose to engage in behaviors that may aid the organization at any cost? We present evidence from the lab and field that suggests that those individuals who believe they currently have less passion than they would like to are more likely to engage in unethical pro-organizational behavior. This relationship is fully mediated by employees' willingness to endorse Machiavellian sentiments. In the pursuit of passion, our data suggests that anything goes, so long as the outcome is beneficial for the organization.

➤ **Passion Exploitation: People Legitimize Taking Advantage of Passionate Workers**

Jae Yun Kim (Duke University), Troy H. Campbell (University of Oregon), Steven Shepherd (Oklahoma State University) & Aaron C. Kay (Duke University)

The pursuit of passion for work is touted in contemporary discourse. But is it always positive to display passion to others? Drawing on studies on work meaning (Bunderson & Thompson, 2009) and the models of compensatory justice (Kay et al., 2007), we demonstrate an important negative consequence of displaying passion for work. Specifically, Studies 1-3 demonstrate that people legitimize exploiting passionate workers (i.e., an employed artist, research participants) based on the expectations that these workers would (a) voluntarily sacrifice their non-work life for their work (Studies 1 and 2); and (b) find work to be its own reward (Studies 1-3). Studies 4 and 5 examine the passion exploitation effect in richer contexts and show that people legitimize exploiting workers from occupations (total 80 professions) strongly associated with passion (Study 4); and neglect NFL players' safety to the extent that these players are perceived to have passion for football (Study 5).

Symposium 6: Selfish and Otherish Motivation in Close Relationships: Implications for Affect and Well-Being

Chair: Jennifer Crocker, The Ohio State University

What motivates people in their close relationships, and what are the consequences of this motivation? Many relationship scientists, like social scientists more generally, assume that people are fundamentally self-interested. Yet, people also have the capacity to care deeply about others, a capacity evident in many close relationships, which involve feelings such as closeness, caring, affection, or love. The research presented in this symposium explores these two sides of motivation in close relationships, and their consequences for affect, psychological well-being, and relationships. Taken together, the studies presented here provide compelling evidence that both selfish and otherish motivations are at play in close relationships, with important consequences for psychological well-being, affect, and relationship quality.

➤ **How relational motivations drive emotional reactions to our partners' successes and failures**

Jennifer R. Hirsch & Margaret S. Clark (Yale University)

What are people motivated to derive from close relationships? We present evidence that, often: a) it is mutual care: They wish to care and receive care and, often, b) it is support in looking good to their wider social networks: They seek partners who will make them look good in the wider world. These two motivations are orthogonal. Both, independently, predict emotional reactions to partner successes and failures. When people pursue mutual care they react to partner success with more positive emotion (happiness, excitement, pride) and less negative emotion (sadness, anger) and to partner failures with more negative emotion (sadness). When people pursue presentational goals from their relationships they react to partner successes with more negative emotion (sadness, anger) and to partner failure with more negative emotion (anger) *and* more positive (happy, excited) emotion.

➤ **Parent Demographic Differences in Caregiving Goal Pursuit and Well-Being**

Bonnie M. Le (University of Toronto Mississauga), Lisa C. Day (University of Toronto Mississauga), John K. Sakaluk (University of Victoria), & Emily A. Impett (University of Toronto Mississauga)

Do parents pursue different caregiving goals for boys versus girls or when they have more versus fewer resources? I will present data from several studies that examine whether demographic characteristics of parents and their children impact the caregiving goals that parents pursue as well as the link between goal pursuit and well-being. Mothers, older parents, and parents with lower incomes and education were more child-oriented and less self-oriented in their care, as were parents of older children. While parents of both genders and all education levels experienced greater well-being when pursuing goals to make their child feel loved and secure, this association was stronger for mothers and parents with less education. Pursuit of self-oriented caregiving goals was associated with poorer well-being regardless of demographic characteristics. Thus, although parents differed in their pursuit of caregiving goals, goal pursuit was largely related to well-being in similar ways regardless of parental characteristics.

➤ **Motivation, Affect, and Conflict in Close Relationships: Compassionate Goals Shape Perceptions of and Responses to Interpersonal Problems**

Amy Canevello (University of North Carolina, Charlotte) & Jennifer Crocker (The Ohio State University)

Relationships are good for people – they provide a sense of safety and belonging. Yet, even the closest partners sometimes experience conflict, which can affect feeling at ease with and connected to partners. We suggest that compassionate goals to support others and not harm them play a key role in predicting these outcomes and present a series of studies examining processes by which compassionate goals promote feelings of connection and ease tension with others. Specifically, compassionate goals promote a cooperative mindset when interacting with others, which, in turn leads to greater feelings of ease and connection in those interactions. Further, when people have compassionate goals, they have styles of conflict that are characterized by approaching relationship problems and constructive engagement with partners, which lead them to feel less upset with partners and result in more positive communication about relationship problems and more positive outcomes as a result of conflict discussions.

➤ **Relationships in the Egosystem and the Ecosystem: Growth Goals and Responsiveness Attenuate Negative Effects of Giving Feedback to Romantic Partners in Self-Protective People**

Jennifer Crocker (The Ohio State University), Amy Canevello (University of North Carolina, Charlotte), & Katherine A. Lewis (Pennsylvania State University)

Self-protective people react to relationship threats in ways that hurt their relationships. We present a new measure of self-protection in relationships, and test the hypothesis that quieting the ego through intentions to be responsive or grow as a relationship partner down regulates these negative responses. Adults in romantic relationships (N=165) recorded feedback about their (absent) partners' strengths and weaknesses. Self-protectiveness predicted unique variance in cognitive, emotional, and relational responses to the threatening relationship situation. Responsiveness to partners while recording feedback and intentions to grow as a person in the relationship attenuated the negative effects of self-protectiveness, but having both of these intentions simultaneously was not better than having just one of them. Perceived partner responsiveness in the past two weeks did not attenuate the effects of self-protectiveness. Highly self-protective people can respond with equanimity to threatening relationship situations if they have intentions that quiet the ego, even when partners are not there to provide reassurance.

Symposium 7: Motivational Interventions in Education

Chairs: Yoi Tibbetts & Judith M. Harackiewicz (University of Wisconsin – Madison)

This symposium examines the effects of various motivational interventions on critical student outcomes. Guided by relevant motivational theories (e.g., expectancy-value, self-affirmation) the presenters have examined the effects of interventions aimed at improving student motivation (e.g., competence beliefs, perceived value, persistence in a field) and academic performance (e.g., course grades, GPA). Furthermore, moderating variables (e.g., student demographics, performance history, sense of belonging) are considered in order to examine which students benefit most from these interventions and provide insight into the mechanisms through which these interventions operate.

➤ Examining Long-term Benefits of a Values-Affirmation Intervention for First-Generation Students

Yoi Tibbetts (University of Wisconsin – Madison), Judith M. Harackiewicz (University of Wisconsin – Madison), Elizabeth A. Canning (Indiana University), Jilana S. Boston (University of Wisconsin – Madison), Stacy J. Priniski (University of Wisconsin – Madison), Janet S. Hyde (University of Wisconsin – Madison)

We conducted a longitudinal follow-up of participants (798 students) from a study in which a values-affirmation (VA) intervention improved performance in a biology course for first-generation (FG) college students, and found that the treatment effect on grades persisted 3 years later (Tibbetts et al., 2016). FG students who wrote about their most important values (i.e., completed a VA assignment) maintained a post-intervention GPA that was, on average, .18 points higher than FG students in the control condition. By examining the content of students' essays (via essay coding and text analysis) we examined if the VA effect on GPA was predicated on FG students writing about their interdependent values (thus affirming their values that are consistent with working-class culture) or independent values (thus affirming their values that are consistent with the culture of higher education). We found that writing about independence mediated the VA effect on post-intervention GPA for FG students.

➤ Promoting motivation and performance for at-risk students with a utility-value intervention

Judith M. Harackiewicz (University of Wisconsin – Madison), Stacy Priniski (University of Wisconsin – Madison), Cameron Hecht (University of Wisconsin – Madison), Elizabeth A. Canning (Indiana University), Yoi Tibbetts (University of Wisconsin – Madison), & Janet Hyde (University of Wisconsin – Madison)

We tested a motivational intervention for increasing performance and engagement in biology courses for underrepresented college students. The utility value intervention (UVI), in which students write about the personal relevance of course material, helps students discover connections between course topics and their lives, in their own terms. Discovering these connections helps students appreciate the value of their course work, leading to a deeper level of engagement that, in turn, improves performance. Results from a double-blind field experiment conducted over four semesters in an introductory college biology course (N = 1040) show that the UVI was successful in reducing the achievement gap for underrepresented minority students (URM) by 40% and for first-generation URM students by 61% (Harackiewicz, Canning, Tibbetts, Priniski, & Hyde, 2016), making it

particularly powerful for the doubly disadvantaged group of FG-URM students. We will discuss recent work exploring the mechanisms through which this intervention works.

➤ **Can Play Improve Work? Reflecting on Summer Camp via a Social-Psychological Intervention Enhances Academic Engagement and Achievement**

Chris S. Hulleman (University of Virginia), Stephanie V. Wormington (University of Virginia), David Yeager (University of Texas – Austin), & Cintia Hinojosa (University of Chicago)

We combined a social-psychological intervention with a non-traditional educational experience (summer camp) to bolster academic functioning across the high school transition. Rising ninth graders ($N = 193$) were randomly assigned to attend a week-long summer camp or KIPP summer school. The following semester, students either completed a reflection essay on how they could apply lessons from camp to challenging academic situations or a control essay on fun/easy summer experiences. Controlling for eighth grade teacher ratings, GPA, and gender, students who attended camp and completed the reflection activity received more positive teacher ratings of academic engagement (grit, work self-control; Study 1) and mathematics grades (Study 2) than students in the control condition. Importantly, the combined effects of camp and reflection on grades were strongest for students receiving free lunch. These studies suggest that prompting students to reflect on camp experiences via social-psychological interventions can boost their work habits and academic achievement.

➤ **Physics Is Not That Bad! Evaluating an Intervention Designed to Reduce Perceived Cost in College Physics**

Emily Rosenzweig & Allan Wigfield (University of Maryland – College Park)

We evaluated an intervention designed to reduce college physics students' perceptions of cost (i.e., the negative aspects of engaging with a task; Wigfield & Eccles, 1992). Participants ($N=162$) were assigned randomly to the cost intervention condition or a survey-only control condition. In the cost condition, participants evaluated quotations from prior physics students regarding how their experiences of cost (e.g., frustration over a bad exam grade) were more temporary and common to others than they originally thought. This was designed to change participants' interpretations of their own cost experiences. Regression analyses revealed interactions between condition and students' beliefs about the malleability of general intelligence (Dweck, 2006). For students who reported that intelligence was more malleable, the intervention reduced cost and increased competence-related beliefs and intrinsic and attainment values compared to control. For students who reported that intelligence was more fixed, the intervention lowered competence-related beliefs and task values and raised cost.

➤ **Discussion**

Geoffrey Cohen (Stanford University)

Symposium 8: Dynamics of personal goal pursuit

Chair: Marina Milyavskaya (Carleton University)

Although people commonly set personal goals, goal attainment is often elusive. While research has identified multiple characteristics of goals that are more likely to be attained, there is still a large gap in knowledge when it comes to the processes involved in day-to-day goal pursuit. This symposium presents research that focuses on the dynamics of goal pursuit, including contrasting the various characteristics of the goals that people set (Werner), the means that are selected (Bélanger), the process of encountering and overcoming obstacles (Leduc-Cummings), as well as how people disengage from goals that are not feasible (Brandstätter). Together these four talks use longitudinal, daily diary, and experimental methodologies to address the processes that occur at various stages of goal pursuit.

- **The statistical hunger games: A Bayesian model comparison approach to comparing theories of goal pursuit in predicting goal attainment over time**

Kaitlyn M. Werner, & Marina Milyavskaya (Carleton University)

Within psychology, researchers have developed a multitude of theories related to goal pursuit (cf. Austin & Vancouver, 1996; Elliot & Fryer, 2009). The problem, however, is that researchers often focus on one particular theory, while often ignoring other (possibly competing or overlapping) ideas. To address this concern, we conducted two week-long longitudinal studies (Study 1 – exploratory; Study 2 – confirmatory) to compare a variety of goal, self-regulation, and personality constructs in order to determine which factors best predict goal attainment over time. Using Bayesian exploratory factor analysis, we first identified significant overlap between existing constructs, indicating that, to some extent, we are using different labels for the same ideas. Then, using model comparison, we tested a series of nested models in order to determine the factors that best predict weekly goal attainment. Discussion will focus on the need to refine the goal literature and future directions in research.

- **Desirability vs. feasibility: A goal-systemic perspective on means evaluation.**

Jocelyn Bélanger (New York University Abu Dhabi)

In this talk, I discuss how expectancy of goal achievement influences the perceived instrumentality of means to a focal goal, above and beyond the influence of goal commitment. Supporting goal-systems theory (Kruglanski et al., 2002), we evinced that expectancy of goal achievement positively predicts the perceived instrumentality of *multifinal means*, which compound value by fulfilling several goals simultaneously, and negatively predicts perceived instrumentality of *counterfinal means*, which afford greater expectancy of attaining a given goal, but are detrimental to alternative goals. Study 1 found correlational and Study 2 experimental evidence of this phenomenon. Study 3 evinced that expectancy of goal achievement was associated with the number of multifinal and counterfinal means generated for goal pursuit. Study 4 found that expectancy predicted whether people select to engage in multifinal (vs. counterfinal) means. Study 5 demonstrated that concern for desirability versus feasibility is the mediating process whereby expectancy influences perceived means instrumentality.

➤ **Motivation, goal attainment, and the subjective vs. objective experience of obstacles**

Isabelle Leduc-Cummings (McGill University) & Marina Milyavskaya (Carleton University)

Recent research suggests that the experience of fewer obstacles might be a potential mechanism for the relationship between autonomous motivation and successful goal pursuit (Milyavskaya, Inzlicht, Hope, & Koestner, 2015). However, it is unclear whether people actually encounter fewer obstacles (objectively) or whether the obstacles are the same, but people's (subjective) perception of them differs. The present study investigates this by examining the effects of motivation on the subjective perception of cold temperatures, and on goal attainment. Participants' ($N=95$) with the goal of leading an active lifestyle were asked to carry a fitness tracker and answer questionnaires (motivation, obstacles, goal progress) every day for a week. The daily average temperature was recorded. Motivation, and both subjective and objective measures of obstacles predicted goal attainment, though motivation was unrelated to obstacles. This research sheds light on the relationship between motivation, obstacles, and goal progress.

➤ **When Goal Striving Gets Stuck: Antecedents, Mediating Mechanisms, and Consequences of Action Crises**

Veronika Brandstätter, Marcel Herrmann, Mirjam Ghassemi, Benjamin Wolf, & Martin Bettschart, (University of Zurich)

Successful goal striving and personal development not only require persistence in the face of setbacks, but, as importantly, context-adequate disengagement if goal pursuit becomes unrealistic or overly taxing. Goal disengagement, for decades, only aroused little interest in motivation psychology. Lately, goal disengagement has been studied from a perspective of interindividual differences in the capacity to adjust to unattainable goals. With the concept of an *action crisis*, we pinpoint the critical phase in which individuals have already invested a great deal into their goal, but suffer from a decline in goal attainability/desirability. An action crisis is conceived of as an intrapsychic conflict between further goal pursuit and disengagement. Its conceptualization and operationalization allows for a *process-oriented* approach to goal disengagement on the level of concrete goals. Methodologically diverse longitudinal and experimental studies are presented to illustrate antecedents and consequences of an action crisis on goal pursuit, health, and well-being.

Posters

The Mediation Role of Moral Disengagement between Passion and Activism

Noémie Nociti (Université du Québec à Montréal ; New York University, Abu Dhabi) Jocelyn J. Bélanger (New York University, Abu Dhabi), Stéphane Dandeneau (Université du Québec à Montréal)

Activities oriented toward a given cause necessitate energy, resolve, and persistence. We propose that passion is necessary to sustain such high involvement in the cause. In this presentation, the Dualistic Model of Passion (Vallerand, 2010) serves to explain why people engage in mainstream (vs. radical) activism in support of their cause. One hundred and fifteen environmental activists were recruited. Following a manipulation of harmonious (vs. obsessive passion) people reported their willingness to engage in mainstream and radical activism. Results indicated that harmonious passion predicted mainstream activism (e.g., peaceful demonstrations), whereas obsessive passion predicted radical activism (e.g., physically harming others). The relation between obsessive passion and radical activism was mediated by moral disengagement. Overall, the present work shows how passion influenced the type of actions that activists will take while fighting for their cause.

A motivational perspective on distraction during cognitive performance

Dorottya Rusz, Michiel A. J. Kompier, Sabine A.E. Geurts, Erik Bijleveld (Radboud University)

Distraction from the task at hand harms cognitive performance. However, the psychological mechanisms driving such distractions are not yet well understood. We propose a motivational perspective on distraction, suggesting that distraction can be understood as resulting from a computation between the rewards of the task and the rewards of the distractor. In a series of experiments, we found that stimuli that were previously associated with rewards (vs. not) distracted performance more. This effect was especially pronounced when people could not earn money in the current task (i.e., in a low motivational state). The results support a motivational perspective, suggesting that being distracted from the task at hand stems from people's attempts to attain valuable outcomes in the environment.

The SAS Project: Exploring Relations between University Rankings, Motivation, and Well-Being in Graduate Students

Nathan C. Hall, Anna Sverdlik, Sonia Rahimi, & Kyle A. Hubbard (McGill University)

Existing research on university rankings has explored relations with student recruitment and demographics (e.g., Broecke, 2015; Clarke, 2007; Drewes & Michael, 2006) as well as psychological variables (e.g., reputability, Carroll, 2014; identity, Huang et al., 2015). Although studies have examined the effects of institutional factors on motivation and well-being in graduate students (e.g., supervision, Ray, 2007; departmental structures, Lovitts, 2001; institutional support, Ampaw & Jaeger, 2012), research exploring relations with university rankings is lacking. Analyses of a heterogeneous graduate student sample ($N = 2,173$, 32 countries, 72% female; SAS Project, Hall, SSM 2016) showed lower 2014 Times Higher Education World University Rankings to correlate with more external causal attributions for academic setbacks, greater extrinsic motivation (external, identified, integrated), and poorer work-life balance. Marginally significant correlations ($p < .10$) further showed fewer personally controllable attributions for setbacks as well as higher procrastination and illness levels for students at lower ranked institutions.

The effect of affect prime visibility on effort-related cardiovascular response

David Framorando (University of Geneva) & Guido H.E. Gendolla (University of Geneva)

Based on the IAPE model (Gendolla, 2012, 2015), we ran two experiments that investigated the effect of affect primes' visibility on effort-related cardiovascular response. Participants worked on moderately difficult cognitive tasks with integrated fear or sadness (Experiments 1 and 2, respectively) versus anger primes. The primes were presented suboptimally (25 ms) versus optimally (780 ms). To assess effort-related cardiovascular response, we recorded cardiac pre-ejection period (PEP), systolic (SBP) and diastolic (DBP) blood pressure, and heart rate (HR). To monitor performance, we assessed reaction times and response accuracy. Taken together, results of experiments 1 and 2 revealed that PEP and SBP reactivity was stronger in the fear- and sad-prime conditions than in the anger-prime condition—but only when the primes were suboptimally presented. Taken together, the results suggest that prime visibility is a boundary condition of affect primes' effect on effort mobilization.

The Need-Support Model: A Framework for Bridging Regulatory Focus Theory and Self-Determination Theory

Leigh Ann Vaughn (Ithaca College)

This poster describes the need-support model, which proposes that regulatory focus can affect subjective support for the needs proposed by self-determination theory (autonomy, competence, and relatedness) and support of these needs can affect subjective labeling of experiences as promotion-focused and prevention-focused. Three studies tested these hypotheses ($N = 2,114$). Study 1 found that people recall more need support in promotion-focused experiences than in prevention-focused experiences, and need support in their day yesterday (with no particular regulatory focus) fell in between. Study 2 found that experiences of higher need support were more likely to be labeled as promotion-focused rather than prevention-focused, and that each need accounted for distinct variance in the labeling of experiences. Study 3 varied regulatory focus within a performance task and found that participants in the promotion condition engaged in need-support inflation, whereas participants in the prevention condition engaged in need-support deflation. Directions for future research are discussed.

A multilevel analysis of the regulatory mode complementarity hypothesis: The moderating role of task interdependence

Marina Chernikova (University of Maryland, College Park), Calogero Lo Destro (University of Rome - La Sapienza), Antonio Pierro (University of Rome - La Sapienza), & Arie Kruglanski (University of Maryland, College Park)

Regulatory mode is a psychological construct pertaining to the self-regulatory orientation of individuals or teams engaged in goal pursuit. Locomotion, the desire for continuous progress or movement in goal pursuit, and assessment, the desire to critically evaluate and compare among goals and means, are distinct regulatory modes. However, they are also complementary, in that both locomotion and assessment are necessary for effective goal pursuit. In the present research, we sought to demonstrate that cross-level regulatory mode complementarity (i.e., the combination of individual locomotion and group assessment, or individual assessment and group locomotion) can positively impact individual-level performance on goal-relevant tasks. More importantly, this effect is moderated by task interdependence, such that the complementarity effect occurs only in the high interdependence condition.

Parental Autonomy-Supportive Practices and Toddlers' Rule Internalization: A Prospective Observational Study

Julie C Laurin & Mireille Joussemet

Research suggests that autonomy-supportive (AS) parenting fosters rule internalization, while more controlling tactics hinder it. Yet, these conclusions are based on school-aged children. We aim to examine how AS in socialization contexts relates to toddlers' internalization. Toddlers participated in a Do and Don't task at 2yo and 3.5yo (T1: N=102; T2: N=85; Kochanska & Aksan, 1995). Parent's disciplinary strategies (T1) and toddlers' committed compliance (CC; T1 & T2), indicative of rule internalization, were coded. After controlling for covariates and 2yo-CC, a linear regression was conducted to predict CC change. Results reveal that parental AS were positively related to CC improvement (2yo to 3.5yo), while controlling strategies predicted deterioration. This observational study suggests that supporting toddlers' autonomy in socialization contexts fosters rule internalization.

Performance and psychological health in sales according to the Self-determination Theory

Felix A. Proulx (Université de Montréal) & Sarah-Geneviève Trépanier (Université du Québec à Montréal)

According to self-determination theory (SDT; Deci & Ryan, 2000, 2008), autonomous motivation leads to higher performance and better well-being, as opposed to controlled motivation. However, very few studies have corroborated these propositions within the context of sales. Thus, the objective of this study was to document the nature of sales employees' motivation (autonomous/controlled) in order to demonstrate positive effects of autonomous motivation and negative effects of controlled motivation on performance and psychological health. 20% of the examined franchised dealers (N=149), reported more controlled than autonomous motivation for their work. Results indicated that controlled motivation positively predicted psychological distress, while autonomous motivation predicted it negatively. Moreover, results show that autonomous motivation and controlled motivation both positively predicted performance. Results suggest that autonomous motivation promotes proactive behavior at work and prevents psychological distress. As for controlled motivation, although it appears to foster better performance, it also results in significant psychological costs.

On the academic disadvantage of low social class individuals: Pursuing performance goals fosters the emergence of the achievement gap

Marie Crouzevialle (New York University), Céline Darnon (Clermont Auvergne University)

Recent research have documented the academic disadvantage of low socio-economic status (SES) students, whose performance is impaired when competitive educational practices are made salient. In two experiments, we examined whether the pursuit of performance-approach goals (aiming to outperform others) favors the emergence of the achievement gap between low and high social class participants. We first manipulated low vs. high social class mindsets (see Kraus & Keltner, 2009); participants then solved a reasoning test, for which they had been incited (or not) to outperform others. In experiment 1 (N = 216), carried out among French students, participants in the low class rank condition obtained a lower performance than did those in the high rank condition—but only when performance-approach goals had been made salient. Results of experiment 2 (N = 200) replicated this pattern among American participants, confirming that the pursuit of performance goals can fuel the achievement gap.

Doctoral Student Initial Motivation: An Examination Using Self-Determination Theory

Africa S. Hands (Queensland University of Technology; San Jose State University)

Library and information science (LIS) literature calls for more research on the Ph.D. Concern about the supply of graduate (MLIS) educators stems from the assumption that doctoral programs create future faculty, yet data show fewer than expected LIS doctoral graduates holding faculty positions. In light of this concern, few studies investigate the student perspective with regard to doctoral study. This gap and concern were addressed through a mixed methods examination of students' initial motivation for LIS doctoral study. In phase 1, first-year doctoral students completed the Academic Motivation Scale, which assesses motivation type. Interviews were conducted and personal admission statements were collected in phase 2 to examine motivation inductively using qualitative content analysis. Qualitative data were then deductively analyzed based on self-determination theory (SDT). Preliminary findings reveal motivational influences that address concerns about faculty supply and SDT-related program characteristics that may impact recruitment, curriculum, and student services.

Variations in the Foraging Gene (PRKG1) Predict Differences in Human Motivation

Jhotisha Mugon (University of Waterloo), Andriy Struk (University of Waterloo), Dr. James Danckert (University of Waterloo), Abigail Scholer (University of Waterloo), & Marla Sokolowski (University of Toronto)

The foraging gene (PRKG1) codes for GMP-dependent protein kinase – a protein implicated in cellular signal transduction processes and is thought to regulate neuronal functioning. Prior research has demonstrated that variations in the PRKG1 affects goal-directed exploratory behaviour in *Drosophila* larvae. The aim of our study was to investigate the role of PRKG1 in *human* self-regulatory functioning based on self-report measures and a word search task. Results from 284 participants suggest that the PRKG1 genetic polymorphism rs2339686 affects whether assessment regulatory mode – characterized by concern for evaluation and comparison (i.e., “doing the right thing”), or locomotion regulatory mode – characterized by concern for movement (i.e., “just doing it”), is the dominant chronic mode of regulation for an individual. Furthermore, those with PRKG1 variant characterized by assessment dominance, displayed slower yet more accurate responding style within our word search task. These results extend prior findings, by implicating PRKG1 in *human* self-regulatory functioning

The Necessity of Meaningful Categorization to Induce Persistent Devaluation Effects After Behavioral Inhibition in Go/No-Go Tasks

Benjamin G. Serfas (University of Vienna), Arnd Florack (University of Vienna), Oliver B. Büttner (University of Duisburg-Essen), & Tim Voegeding (University of Vienna)

Recent studies have provided contradictory results on whether the pairing of appetitive stimuli with no-go responses leads to a devaluation of these stimuli. The authors of the present studies argue that devaluation effects after no-go stimulus-response pairings are usually short-lived but can become persistent if the stimuli form a meaningful category of appetitive stimuli that one should usually avoid (e.g., unhealthy snacks). In three studies, the authors found short-term devaluation effects independent from category response combinations. However, a persistent effect after a delay of 10 min was solely found when no-go responses were consistently paired with appetitive stimuli from a category one should usually avoid (e.g., unhealthy snacks) contrasted against another category that is perceived as healthier (e.g., fruit). A consistent but non-meaningful category response combination (e.g. pairing fruit with no-go cues and unhealthy snacks with go cues) is not sufficient to induce persistent devaluation effects.

Hope versus Expectation: Defining Attributes

Malin Patricia Chromik (University of Hamburg) & Gabriele Oettingen (New York University)

In psychological research, hope is primarily conceptualized in terms of positive expectations. While theoretical analyses emphasize the importance of distinguishing hope from expectations, empirical evidence for the unique aspects of hope is rare. Two studies explored in which aspects the two constructs differ. In Study 1, hoped-for outcomes were judged as less controllable and less likely to occur as well as less certain, plannable and rational than expected events. Study 2 replicated these findings for negative outcomes. While the aforementioned properties of hopes and expectations showed the same pattern for positive and negative outcomes, different patterns emerged for commitment. While commitment to attain a positive outcome was higher for expectations than hopes, commitment to avoid a negative outcome was higher for hopes than expectations. The results suggest that hope and expectations have unique cognitive, affective and motivational properties. Future research should investigate hope and expectations as distinct constructs.

Toward Automatic Coding of Implicit Motives Via Machine Learning

Hiram Ring & Joyce S. Pang (Nanyang Technological University)

Content coding has a long tradition of use for identifying implicit motives through text (see McClelland et al. 1953; McClelland 1958; Atkinson, Heyns, and Veroff 1958; Winter 1973, 1991, 1994), but such a process is time-consuming and requires well-trained human coders. Attempts have been made to automate the process using computers, most recently and notably by Schultheiss (2013), who also provides a review of some earlier attempts based around dictionaries developed and validated by domain experts for various purposes. Unfortunately, while Schultheiss found some merit to these word count approaches, they were only modestly correlated with human-coded motive scores (absolute r s ranged from 0.24-0.52). We report on a series of data-driven feature recognition studies that use machine learning to build a predictive model based on human-coded scores in the Picture Story Exercise (PSE). We compare the predictive accuracy of our approach with the performance of approaches that use existing dictionaries such as LIWC (Pennebaker et al. 2015).

On Becoming Intellectually Curious: Investigating The Effects of Exposure to Counter-Stereotypes on Cognitive Flexibility

Ekaterina Damer (The University of Sheffield), Thomas L. Webb (The University of Sheffield), Richard J. Crisp (Aston University)

Previous research has linked exposure to counter-stereotypical diversity (e.g., Harvard-educated carpenter) to enhanced cognitive outcomes, such as cognitive flexibility and creativity. However, more recent findings suggest that the effects of exposure to counter-stereotypes (CSTs) on cognitive performance may be more constrained than previously assumed. In the present work, we investigated the role of Need for Cognition (NFC) – also known as epistemic / intellectual curiosity – in the effect of exposure to CSTs on cognitive flexibility. Across three experiments ($N = 879$) people low in NFC consistently showed higher cognitive flexibility after being exposed to CSTs ($d = .41$), whereas people high in NFC did not show improved cognitive flexibility ($d = -.09$). This result challenges previous research by suggesting that low motivation to engage in cognitive activity is not necessarily a liability but rather a useful starting point for counter-stereotype interventions. Implications for theory and future research are discussed.

A conceptual re-construction of Maslow's motivational hierarchy through the motivational balance model

Cătălin Mamali (Northeast Iowa Community College)

Maslow's motivational hierarchy (MMH) invites a question because its theoretical framework and visual representation ("pyramid") are limited to the ways in which one individual "climbs" the ladder: what happens to the dynamics of motivational hierarchy if two or more actors are in interdependent actions? MBM re-constructs the MMH's "pyramid" that has only one active side into a pyramid with multiple active sides each representing different actors located at specific dominant motivational levels. MBM identifies various motivational patterns. At dyadic level are 9 patterns: between a motivational co-regressive state, both actors move to lower motivational levels and a motivational co-developmental state, both actors move to higher motivational levels. MBM predicts that the probability to reach a co-developmental motivational balance among all the actors of a motivational field decreases exponentially with each individual/group added to a motivational field. A vectorial formal expression of the MBM for fields with N actors is presented.

When the quality of students' participation in extracurricular activities matters: A self-determination theory perspective

Gabrielle Beaupré (Université du Québec à Montréal) & Geneviève Taylor (Université du Québec à Montréal)

Extracurricular activities (EA) represent an important predictor of adolescent functioning. Most studies have examined quantitative aspects of students' participation, such as intensity, breadth and duration of EA (Feldman, et al., 2011), but few have focused on *quality* of participation. This study assessed the extent to which participating in EA satisfied students' basic psychological needs of autonomy, competence and relatedness (Deci & Ryan, 2000). We assessed 266 high school students' EA need satisfaction, to determine whether it moderated the relation between school need satisfaction and psychological distress. For students with low school need satisfaction, need satisfaction for EA was negatively associated with psychological distress. Greater school need satisfaction was associated with lower psychological distress, regardless of level of need satisfaction for EA. This study highlights the importance of supporting students' basic psychological needs within their EA, especially among students with lower school need satisfaction, who are at higher risk of dropout.

Motive-Congruence Mediates the Link between Mindfulness and Goals Self-Concordance

Kaspar Schattke & Geneviève Taylor (Université du Québec à Montréal)

The congruence between implicit motives (affective preferences for a type of incentives such as achievement, power or affiliation) and explicit motives (cognitive preferences for these types of incentives) predicts many positive outcomes such as self-concordant goals (i.e., autonomous vs. controlled). We aimed to investigate whether motive-congruence is also associated to mindfulness, which is the non-judgmental awareness of present sensations, thoughts and emotions as transient mental states (Kabat-Zinn, 2009). Individuals differ in dispositional mindfulness, which is also related to higher goal self-concordance and well-being (Grégoire et al., 2012). Therefore, we hypothesised that motive-congruence mediates the link between mindfulness and goal self-concordance. In a cross sectional study ($N=190$), we tested this assumption and found that people with higher dispositional mindfulness had higher power motive-congruence, which, in turn, was associated with less controlled goal setting. Thus, mindfulness might be a means to increase motive-congruence as it helps overcoming barriers to self-knowledge (Carlson, 2013).

Teachers' Autonomy Support and Positive Physical-Education Outcomes

Behzad Behzadnia (Urmia University) % Edward L. Deci (University of Rochester)

Self-determination theory (Deci & Ryan, 1985, Ryan & Deci, 2017), a macro-theory of human motivation and personality has been empirically supported across multiple domains and cultures. In this study, physical education (PE) students' perceptions of their instructors' autonomy support was hypothesized to predict the two positive outcomes of enjoying the PE course and intending to continue engaging in the physical activities ($n = 91$; $M_{age} = 21.37$ years old; $SD = 1.72$), with each of those relations being mediated by autonomous motivation. In one model, students' perceptions of teachers' autonomy-support related positively to enjoying the class, mediated by autonomous motivation. The indirect effect using bootstrap estimation was significant ($b = .36$, $SE = .12$; $95\% CI = .17, .65$). In a second model with intentions to continue as the outcome, the indirect effect was also significant ($b = .37$, $SE = .16$; $95\% CI = .10, .73$).

Lighting Color Temperature Impact on Effort-Related Cardiac Response

Ruta Lasauskaite & Christian Cajochen (Psychiatric Hospital of the University of Basel; University of Basel)

Higher color temperature with higher proportion of short wavelength (blue) light is associated with a higher alertness state which should lead to lower perceived task difficulty and thus lower effort. We tested whether higher lighting color temperature reduces mental effort intensity. Effort-related changes in beta-adrenergic sympathetic nervous system impact on the heart, indexed by the cardiac pre-ejection period (PEP), were measured under four lighting conditions from warm to blue-enriched. After a baseline period, participants ($N=74$) spent 15 min under one of experimental lighting conditions and consequently performed a modified Sternberg task for 5 min. We predicted that effort-related cardiovascular response should decrease with increasing color temperature of light. Study results confirmed this hypothesis: a single planned linear contrast was significant, $F(72,1) = 4.69$, $p = .034$, showing that cardiac reactivity decreased with increasing color temperature of light. Our results provide first evidence that lighting color temperature influences mental effort investment.

The universality of "the chills": Factor structure and associated emotions in 25 countries

Laura A. Maruskin (University of California, Berkeley), Yang Bai (University of California, Berkeley), Todd M. Thrash (College of William and Mary), & Dacher Keltner (University of California, Berkeley)

"The chills" refers to a set of bodily responses, such as goosebumps, tingling, coldness, and shivers, that occur during moments of intense emotion. Previous research in the U.S. indicates that the chills consists of two distinct factors: goosetingles (goosebumps, tingling) and coldshivers (coldness, shivers). Goosetingles and coldshivers relate to positive and negative emotions, respectively. We aimed to extend these findings crossculturally. A total of 2,757 participants representing 25 diverse countries, were asked to recall an occasion when they experienced chills. They reported their recalled levels of each chills sensation, as well as their levels of 20 emotions. Almost all variance in chills sensations occurred at the within-country level. At this level, the goosetingles-coldshivers factor structure was replicated. Goosetingles uniquely positively predicted positive emotions and uniquely negatively predicted negative emotions. Coldshivers showed the opposite pattern. Implications regarding the universality of the chills and emotion are discussed.

The impact of listening demand on effort-driven cardiovascular responses

Kate Slade (Liverpool John Moores University), Michael Richter (Liverpool John Moores University), Stephen Fairclough (Liverpool John Moores University), & Sophia Kramer (University of Amsterdam)

This study examined sympathetic and parasympathetic responses associated with effort investment including pre-ejection period (PEP), blood pressure and high-frequency heart rate variability (HF-HRV), guided by motivational intensity theory. Listening effort (operationalised as cardiovascular reactivity) was predicted to increase in response to listening demand. Additionally, it was hypothesised that increased cardiovascular reactivity would be associated with greater subjective effort and fatigue. Eighty-four adults completed one of three conditions of a speech recognition task (listening demand: low vs. moderate vs. high). Planned contrasts revealed a positive linear effect of listening demand on subjective effort, as well as the reverse effect on task performance. Although the specific indicators of parasympathetic (HF-HRV) and sympathetic (PEP) activity did not change significantly, systolic blood pressure increased proportionately with listening demand. A secondary analysis revealed, however, that HF-HRV differed significantly between the high demand condition and the two lower demand conditions.

Weapons of peace: Providing alternative means reduces support for violence

Birga, M. Schumpe. (New York University Abu Dhabi), Jocelyn J. Bélanger (New York University Abu Dhabi), P.-E. Chamberland (New York University Abu Dhabi), & Noémie Nociti (Université du Québec à Montréal)

In three studies, we showed that providing people with peaceful alternative means reduced their support for violence. In Study 1, presenting participants with a list of nonviolent methods to further political goals led to less support for violence compared to presenting them with arguments of why violence is morally wrong. In Study 2, environmentalists who also watched a video of an activist group engaging in harmless activism, showed less support for a violent activist group than participants who did not see this peaceful alternative. Lastly, in Study 3, we demonstrated the mechanism behind the effect. In line with goal-systems theory, providing participants with an alternative means (harmless activist group) reduced the perceived instrumentality of the violent activist group, which led to lower support for this group. We discuss findings in terms of their theoretical and practical relevance.

Positive Reframing: A Volitional Technique That Buffers Ego-Depletion

Raphael Müller-Hotop, Matthias Strasser, & Hugo M. Kehr (Technische Universität München)

Previous research has shown that 1) self-control is limited (i.e., ego-depletion) and 2) controlling situations require a higher amount of self-control compared to autonomy supportive situations. In our research we analyze the effectiveness of positive reframing (Kehr, 2004; Kehr & von Rosenstiel, 2006), a volitional technique that refers to the consideration of positive aspects concerning (e.g.) a boring task. We posit that positive reframing reduces the amount of required self-control and therefore buffers depletion. We conducted a dual task experiment with 204 participants using a 2 (controlled motivation vs. autonomous motivation) x 2 (reframing vs. no reframing) between-subjects design. By showing that controlled motivation leads to significantly increased depletion compared to autonomous motivation, we replicated earlier research findings. However, in line with our hypotheses, after reframing the initial task in the controlling situation, participants showed significantly less depletion than participants in the controlling situation who did not reframe the task.

It's risky, therefore I do it; Counterfinality as a source of perceived instrumentality of risk behavior as means to goals.

Joseph Dedvukaj, Jaqueline Woerner, & Catalina Kopetz (Wayne State University)

People engage in risk behavior as a means to different goals. Our research attempts to understand *why* people choose risk behavior over alternative means to fulfill these goals. We propose that the negative consequences of risk behaviors may increase their perceived instrumentality to various goals that people may have in the moment. To support this argument, we present evidence from 3 studies suggesting that: 1) people are more likely to engage in risk behavior as means to goals if the negative consequences of the behavior are salient; 2) people who are concerned with finding the “best” means to fulfill their goals (i.e. people high in a regulatory mode characterized by assessment) are more likely to engage in risk behavior to fulfill relevant goals; 3) among these people, engagement in risk behaviors is mediated by increased in perceived riskiness of the behavior, which in turn results in increased perceived instrumentality.

Hire for Both Slope and Intercept: How Performance Feedback and Motives Combine to Drive Change in Turnover Intent

Yuna Cho & Amy Wrzesniewski (Yale University)

When do people quit, and when do they show the necessary drive to continue? While this is a central question in psychological research, motivational factors have not received much attention as predictors of persistence in the realm of work. We examine how people holding different motives respond to performance cues differently and shape their turnover intentions accordingly. Using longitudinal data from West Point cadets, we find that cadets who enter with strong financial need were particularly influenced by performance feedback; when given positive cues about their performance, they were more likely to double down on their commitment to the military and show a significant drop in turnover intention. In contrast, when given positive performance cues, cadets with instrumental motives (akin to extrinsic motivation) exhibited increased intent to leave, while those with internal motives (akin to intrinsic motivation) were not affected by performance feedback.

Motivational Processes as Explicative Factors for the Role of Parental Support in the Vocational Exploration of the Adolescent

Emilie Gagnon, Catherine F. Ratelle, Geneviève Boisclair Châteauvert, Stéphane Duchesne, & Frédéric Guay (Université Laval)

A crucial step in youths' professional lives is choosing a career (Gati & Asher, 2011). Parents, as the most consistent predictor of their child well-being (Steinberg & Silk, 2002), are important contributors to this process. However, their role in their child's vocational development has been understudied. Based on a self-determination perspective (Deci & Ryan, 2012), parents' contribution was examined through their autonomy supportive (e.g., recognizing children's perspective) and psychologically controlling behaviors (e.g., using threats, rewards). Using data from a longitudinal survey study (N = 522), results of structural equation modeling revealed that parental autonomy support predicted higher levels of vocational self-efficacy, which in turn predicted more vocational exploration. The model's results also showed that the contribution of vocational self-efficacy to exploration was mediated by youths' intrinsic motivation towards tasks related to vocational decision-making. Results are discussed with respect to their implications for vocational theories and research and their practical implications.

Aspirations' Similarity: Basic Psychological Needs Moderate the Link between Father's and Children's Aspirations

Takuma Nishimura (University of Tokyo; University of Rochester) & Edward Deci (University of Rochester)

Aspirations' similarity between parents and their children is a still unclear and remained topic in self-determination theory. This study investigated the similarity by using 310 pair data (Japanese father and their children); the fathers were bread winner ($M_{age} = 47.95$) and the children were junior high school students in the 9th grade (boys = 155, girls = 155; $M_{age} = 14.98$). Correlation analysis revealed a positive relationship between father and children's both aspirations (intrinsic aspirations, $r = .57, p < .001$; extrinsic aspirations, $r = .50, p < .001$). The result of multiple regression analysis showed a significance interaction between father's extrinsic aspiration and children's basic psychological needs on the account for variance in children's extrinsic aspiration ($b = -.11, p = .027, 95\%CI = [-.21, -.01]$); the interaction indicates that the link between their extrinsic aspirations get stronger when children's basic psychological needs are not satisfied.

The Challenge of Motivating Students with Autism Spectrum Disorders: A Clinical, Theoretical and Neurobiological Perspective

Ann N. Garfinkle (University of Montana)

Abstract: Since the 1970s there has been a recognition that students diagnosed with Autism Spectrum Disorder (ASD) have motivational issues. This poster brings together evidence from multiple disciplines to illustrate the breadth and depth of these challenges. For example, there are multiple theories of motivation which have key components of socially-based constructs. By definition, students with ASD have difficulties with social skills. Thus, using historic and cotemporary theories of motivation with students with ASD is problematic. Similarly, many of the parts of the brain associated with motivation are compromised in students with ASD yet implications of these deficits have not been fully discussed. Finally, researchers focusing on clinical interventions have largely limited their interest in motivation to reinforcement. While positive reinforcement is a powerful intervention for students with ASD, the focus on this single element of motivation has limited the development of more robust strategies to motivate these learners.

The relationships among work avoidance goal, achievement goals, and perceived competence

Hisashi Uebuchi (Waseda University), Taiki Matsumura (Tokyo Gakugei University), Marie Uebuchi (Kyoritsu Women's Junior College)

Work avoidance goal was thought as " the goal to invest as little work as possible in a task without being motivated to enhance competence nor to demonstrate competence or lack of incompetence " (Lackner et al., 2015). However, in previous empirical researches, work avoidance confused with performance-avoidance goal. Then, it was unclear the relationships between work avoidance goals and competence. Therefore, it verified the relationships among work avoidance goal, achievement goals (as competence-related goals), and perceived competence. 288 college students participated in survey. They responded the questionnaire (including scale of work avoidance goal, scales of achievement goals, and a scale of perceived competence). As results, work avoidance goal was not significant correlation with performance-approach goal, performance-avoidance goal and perceived competence (-.030, .120, -.073 respectively). In this hand, work avoidance goal was negative significant correlation with mastery goal (-.673). The results might advance on changing definition of work avoidance.

Effort mobilization during an achievement task corresponds to the level of self-reported achievement motivation

Florence Mazeret (University of Geneva), Kerstin Brinkmann (University of Geneva) Michael Richter (Liverpool John Moores University)

Drawing on an integration of the achievement motive literature (McClelland, 1951) and motivational intensity theory (Brehm & Self, 1989), we investigated the impact of the explicit achievement motive (sanAch) on effort-related cardiovascular response depending on task difficulty. Twenty-eight individuals with a low sanAch and 27 individuals with a high sanAch were selected by the achievement subscale of the Personality Research Form E (PRF-AC; Jackson, 1999). They worked on a mental arithmetic task with three increasing levels of difficulty: easy, moderate, and difficult. To assess effort-related cardiovascular response, we recorded cardiac pre-ejection period and systolic blood pressure (Wright, 1996). Results showed that effort mobilization increased with task difficulty. Moreover, individuals with a low sanAch generally mobilized less effort than individuals with a high sanAch. However, results did not corroborate the hypothesis regarding the joint impact of the sanAch and task difficulty on effort mobilization.

Links among Anhedonia, Effort-based Decision-making, and Full-body Effort Exertion

Samuel J. Abplanalp (Boston University), Michael T. Treadway (Emory University), & Daniel Fulford (Boston University)

Anhedonia is associated with lower willingness to exert effort on computer tasks of effort-based decision-making, particularly when probability for reward is low or uncertain. Little is known about the association of anhedonia and willingness to exert full-body effort. Thirty-six healthy adults completed an effort discounting task—in which participants chose to either expend no effort for \$1, or expend varying amounts of effort for more money—and the Time To Exhaustion (TTE) test. They also completed the Mood and Anxiety Symptom Questionnaire – Anhedonic Depression (MASQ-AD). Preliminary results showed anhedonia was negatively associated with full-body effort exertion on the TTE ($\rho = -0.36$, $p = 0.03$). Generalized Estimating Equations indicated that anhedonia was not associated with the effort discounting task ($\beta = -0.004$, $p = 0.80$). These findings suggest that full-body effort exertion tasks may serve as more sensitive measures of anhedonia and effort expenditure compared to effort-based decision-making tasks.

Promoting Intrinsic Motivation in Online Learning: A Job Characteristics Theory Perspective

Jun Fu (Oklahoma State University) & Sue C. Jacobs (Oklahoma State University)

Job Characteristics Theory (JCT) posits that individuals are motivated by tasks that offer such characteristics as skill variety, task identity, task significance, autonomy, and feedback (Hackman and Oldham, 1976). In the learning context, it is essential for teachers to offer assignments that learners find applicable, relevant to personal pursuits, and that allow them to identify with the content (Pintrich, 2003). This study describes and analyzes a variety of online learning tasks that were designed based upon the framework of JCT and aimed at promoting intrinsic motivation for learning in undergraduate students. The sample consisted of 41 undergraduate students enrolled in 2 different educational psychology courses. Through a content analysis of the students' discourses and reflections, three themes in students' beliefs regarding the efficacy of the learning tasks emerged: more positive interactions with peers, more meaningful exploration of knowledge with personal relevance, and more secure and supportive online learning climate.

Vocational self-efficacy and parental structure as predictors of vocational indecision.

Jessica Lebel, Annie Guillemette, & Catherine Ratelle (Laval University)

Abstract : Research from a self-determination perspective showed that parental autonomy support can protect against vocational indecision by contributing to youths' efficacy toward career decision-making activities (Guay, Senecal, Gauthier & Fernet, 2003). This research examined whether parental structure, another category of parental behaviors known to contribute to competence and self-regulation (Farkas & Grolnick, 2010), could also have a similarly positive contribution adolescents' vocational indecision, as mediated by their vocational efficacy. A sample of 565 high school students (51.2% girls) participating in a longitudinal study filled a survey each year, for which we are using data from 10th (Time 1) and 11th grade (Time 2). Results from structural equation modeling revealed that Time 1 parental structure predicted Time 2 vocational efficacy, which in turn predicted lower levels of vocational indecision. Gender was used as a control variable. Results are discussed in light of theories and research on parenting and motivational development.

A Comparaison Between Achievement and Intrinsic Motivation During Work and Leisure

Raphaëlle Marcoux & Kaspar Schattke (Université du Québec à Montréal)

Achievement and intrinsic motivation are two constructs often confused, which are actually different and which lead to different outcomes (Locke & Latham, 1990). The environment can inhibit or encourage certain types of motivation and then affect the quality of one's experience. However, few studies have compared both variables in different contexts (i.e., work and leisure). Therefore, this study aims to investigate the differences in achievement and intrinsic motivation regarding the context. Results of a within-subject comparison indicated that during leisure, intrinsic motivation is stronger than achievement motivation. The opposite is true at work. Moreover, at work, intrinsic motivation was stronger correlated with life satisfaction than achievement motivation. However, during leisure, achievement motivation was stronger correlated with life satisfaction than with intrinsic motivation. These results show a paradoxical situation; people are more intrinsically motivated during leisure but achievement motivation is stronger correlated with life satisfaction. It is the opposite at work.

Goal attainments and the role of metacognitive self in task accomplishment

Hanna Brycz (University of Gdansk)

Adaptive metacognition plays an important role in self-regulation. Metacognitive Self –MCS pertains to accurate knowledge about one's own biases that foster self-regulation, such as positivity bias, and others. The thesis is that high metacognitive self fosters goal's attainment. Two studies are presented. Study 1 demonstrated that high MCS participants pursue consistent goals and avoid contradictory goals more than low MCS individuals (N= 118). Study 2 investigated the role of MCS, together with the role of supervision as motivating incentives on the personal decision of persistence and on time spent on the task (puzzles, N = 201). It appeared that for people who were close to decline task incentives worked positively only for low MCS not for high MCS participants. Results are discussed in terms of Gollwitzer's goal system, Deci & Ryan's theory, and drive for autonomy.

Goals not Unfolding as Planned? Mindfulness and Motivation as Predictors of Action Crises

Ariane Sophie Marion-Jetten, & Geneviève Taylor (Université du Québec à Montréal)

Action crises describe the intra-psychic conflict individuals face when deliberating whether to continue pursuing or abandon a problematic goal. Although goal-specific motivation has been identified as a predictor, dispositional mindfulness has largely been ignored. Higher levels of dispositional mindfulness - paying attention, being aware non-judgementally – are associated with more authentic goals and increased autonomous motivation derived from freely choosing. As such, dispositional mindfulness was hypothesized predict the onset of action crises through autonomous motivation and act as shield against controlled motivation (doing one thing to obtain another). 114 students completed two surveys (one in high school, one in college) assessing dispositional mindfulness (T1 and T2) as well as personal goals, goal-specific motivation (autonomous and controlled) and action crises levels (T2). Hierarchical regressions and mediation analyses confirmed mindfulness as a negative predictor of action crises. Autonomous and controlled motivations were found to partially mediate the relationship between mindfulness and action crises.

We may not know what we want, but do we know what we need? Examining the ability to forecast need satisfaction in goal pursuit

Kaitlyn M. Werner & Marina Milyavskaya (Carleton University)

Do people have the necessary perceptual abilities to set goals that are congruent with their own values and needs? In a prospective study, participants (n=185) were asked to identify three goals they planned to pursue throughout the week. For each goal they then rated their motivation for pursuing it and made predictions about the extent to which attaining these goals would satisfy their needs for autonomy, competence, and relatedness. One week later, participants rated their progress on each goal, as well as the actual need satisfaction they experienced. Using Bayesian analysis, we found support for our (null) hypothesis that participants thought all of their goals would equally satisfy their needs. However, people who pursued more self-concordant goals were more accurate in their predictions compared to those who pursued less concordant goals. In fact, people experienced more need satisfaction than they originally predicted, but only for the pursuit of self-concordant goals.

Prediction of intentions to pursue studies by achievement goals during and after high school.

Remy Mbanga, Catherine Ratelle, Stéphane Duchesne (Laval University)

Earning a high school diploma is associated to positive consequences (e.g., easily finding a job; Cyr, Barriault, & Laliberté, 2016). In motivational psychology, a goal refers to a desired result which guides an action (Austin & Vancouver, 1996). Studies indicated that mastery goals (i.e., wanting to be the best in class) predicts school success better than performance goals (wanting to learn and develop) and avoidance goals (wanting to avoid showing one's weaknesses). Dropout intentions were shown to be a good predictor of actual dropout (Vallerand, Fortier, & Guay, 1997). This study examined the contribution of these three goals on students' persistence intentions. The sample (n=639, 55 % girls) came from a longitudinal study (Ratelle & Duchesne, 2004-2009) that followed students during the high school years. Results of structural equation modeling confirmed that mastery goals were better predictors of students' persistence intentions, and that this prediction pattern could be observed longitudinally.

Motivation from the point of view of teachers in training – experience, self-evaluation and knowledge

Linda Schuermann & Claudia Quaiser-Pohl (University of Koblenz-Landau)

After teacher training at university, German teachers are expected to be able to apply motivational theories at school. It was therefore hypothesized that throughout their studies, teachers in training should improve their content and practical knowledge, gain experiences, adopt an enhanced perception of relevance and a more profound self-evaluation regarding motivation in the school context. Thus, $n = 97$ teachers in training at a German university answered a questionnaire assessing their experiences, perception of relevance, self-evaluation and theoretical and practical knowledge concerning motivation as a school-related topic. It was found that although the majority of the participants emphasizes the relevance of motivation as a topic, there seems to exist a lack of experience and of profound theoretical and practical knowledge that even teachers in training at the end of university education were aware of. Consequently, teacher education should offer better possibilities to improve the motivational competencies of teachers in training.

Expanding Self-Determination Theory's Dual-Process Model to Include a Third Need Status: The Triple-Process Model

Johnmarshall Reeve (Korea University) & Sung-Hyeon Cheon (Kangwon National University)

According to self-determination theory's dual-process model, "bright side" social and motivational processes (e.g., autonomy support, need satisfaction) explain people's adaptive functioning while "dark side" processes (e.g., teacher control, need frustration) better explain their maladaptive functioning. The present study conducted the first experimental test of the newly-proposed triple-process model that adds dissatisfaction as a third need status. Using an experimental, 3-wave longitudinal research design, 37 teachers (20 experimental, 17 control) and their 2,669 secondary-school students participated in a teacher-focused autonomy-supportive intervention program (ASIP). Multilevel structural equation modeling analyses showed that teachers' manipulated motivating style (a) increased students' T2 autonomy need satisfaction that then increased T3 engagement, (b) decreased students' T2 autonomy need frustration that then decreased T3 disengagement, and, most importantly, (c) decreased students' T2 autonomy need dissatisfaction that then decreased T3 disengagement, even after controlling for autonomy satisfaction and autonomy frustration. These findings support the newly-proposed triple-process model.

Social Perspective-Taking and Motivation: A Theoretical Exploration in Educational Contexts

Mike Yough & Emily Finney (Oklahoma State University)

Social perspective-taking (SPT) has received considerable attention in the Developmental and Social psychological literature. To date however, SPT has received sparse attention from various motivational perspectives within the field of Educational Psychology. The proposed poster will discuss the importance of SPT in changing educational contexts in the U.S. and describe why carefully defining and measuring the construct is important toward understanding how to promote it in teacher education. Specifically, we will call for a more thorough description of antecedents (characteristics of the observer, target, situation), processes, intrapersonal outcomes (i.e., cognitive and affective), and interpersonal outcomes (i.e., response toward 'target')—that is, the associated emotions, results of those emotions, and, of course, student-level outcomes. Finally, we will also explore the role of SPT in motivation from five perspectives: Social Cognitive Theory, Self-Determination Theory, Expectancy-Value Theory, Attribution Theory, and Achievement Goal Theory.

The Effect of Expectancy on Generating Means of Goal Attainment

Christina Crosby, Gabriele Oettingen, & Peter Gollwitzer (New York University)

In a series of studies, we investigated differences in goal pursuit in terms of being able to generate instrumental means of goal attainment as a function of expectancy. We found that people with low expectations were less able to generate possible means of goal attainment than those with high expectations (Study 1). This difference was replicated across two subsequent studies, which also found self-regulatory differences due to expectancy. Using Mental Contrasting, a self-regulation strategy intended to have differential consequences based expectancy (strengthening commitment when expectations are high and facilitating successful disengagement when expectations are low), we found that instrumental mean generation was differentially affected depending on expectations even after adjusting for commitment (Study 2); this suggests that despite having equivalent levels of commitment, goal pursuit varies depending on expectancy. In Study 3, we replicated the previous effects and explored differences in the way instrumental means are perceived depending on expectancy.

Is it important, is it me? The influence of trait and domain-specific motivation on domain importance and inclusion in identity

Shelby L. Levine & Marina Milyavskaya (Carleton University)

Does motivation towards the different domains in our lives influence how we internalize and prioritize these domains? Participants (N=309) chose four domains and reported for each domain their motivation (autonomous/controlled), importance, and inclusion of the domain into their identity. Using multilevel modelling, we found that individuals rated more autonomous domains as closer to their identity and as more important. This was qualified by interactions with trait motivational orientation. Although people generally incorporated more autonomous domains into their identity to a greater extent, and rated them as more important, this was especially true for people who were low on trait controlled motivation. The interaction between trait autonomous motivation and domain motivation on domain importance followed the same pattern. Our results suggest that the type of motivation that individuals experience at the domain level is pertinent for identifying or prioritizing these domains, and that this may differ based on general motivational orientations.

Writer-reader personality similarity promotes reader inspiration

Will C. M. Belzak (College of William & Mary), Lena M. Wadsworth (College of William & Mary), Yoon Y. Sim (College of William & Mary), Laura A. Maruskin (University of California, Berkeley), & Todd M. Thrash (College of William & Mary)

We hypothesized that writer-reader personality similarity facilitates reader inspiration and other positive responses to a text. In the current study, 195 student writers each wrote one poem about the human condition, and 220 student readers read each poem and rated how inspired they were in response. In this design, writers and readers are fully crossed, making available 36,020 cells of data. We used cross-classified multilevel modeling to account for non-independent observations in the resulting Writer x Reader data matrix. The similarity of each reader to each writer was operationalized as profile similarity across the Big 5 traits. Results indicated that similarity between a given writer and reader predicted greater reader inspiration, supporting our hypothesis. This is the first empirical evidence to our knowledge that writer-reader personality similarity leads to a positive reader response. This finding is particularly noteworthy given that writers and readers never came into direct contact.

Compassionate Parenting Shapes Stories of Redemption Among Parents of Children with Autism

Regina Conti & Mackenzie Stublely (Colgate University)

Parenting a child with autism is a great challenge and also an opportunity for growth. Previous research has shown that mothers of children with autism are more likely to pursue compassionate parenting goals, goals directed toward the unique needs of their child, than were mothers of only typically developing children (Conti, 2015). In the present study 36 parents (34 mothers and 2 fathers) responded to questionnaires assessing their parenting goals and wrote narratives of their experiences as a parent from before their child with autism was born to the present. Narratives were coded for redemption and contamination imagery (McAdams & McLean, 2013) and for parenting goals. Results showed that those with compassionate parenting goals were more likely to describe redemption sequences in their narratives. Also, the frequency of compassionate parenting goals increased steadily from the beginning to the end of parents' stories, suggesting that compassion grows with this parenting experience.

Adjusting to the transition: Autonomous motivation mediates the relation between dispositional mindfulness and social adjustment among new university students

Geneviève Taylor & Ariane Sophie Marion Jetten (Université du Québec à Montréal)

The transition to university can represent a stressful phase in students' academic trajectory. Studies show that autonomous motivation and social support positively predict the social and emotional adjustment of new students to university. We investigated whether mindfulness, a non-judgmental awareness of sensations, thoughts and emotions as transient mental states (Kabat-Zinn, 2009), could also predict adjustment. People differ in levels of dispositional mindfulness, which is positively associated with autonomous motivation (Brown, et al., 2007). We hypothesized that autonomous motivation would mediate the relation between dispositional mindfulness and social-emotional adjustment of students to university. A total of 126 students were surveyed before and after their transition. Results show that students with higher dispositional mindfulness had higher autonomous motivation for their studies, which, in turn, was related to increased social adjustment to university. This highlights the role of mindfulness as an antecedent of autonomous motivation and indirect predictor of adjustment among university students.

Integration of Motivation and Imagination Constructs

Yoon Young Sim, Lena M. Wadsworth, Will C. M. Belzak, Xiaoqing Wan, & Todd M. Thrash (College of William and Mary)

In this study, we developed the 30-item Imagination and Motivation Questionnaire (IMQ), which consists of 5 pairs of 3-item subscales. Five subscales assess relatively automatic imaginative (spontaneous ideation, nonverbal imagery, illumination) or motivational (inspired by, inspired to) processes. A parallel set of five subscales assesses relatively controlled imaginative (controlled ideation, verbal modality, logical appraisal) or motivational (pre-ideation effort, post-ideation effort) processes. The sample consisted of 435 Mechanical Turk workers. As hypothesized, a second-order confirmatory factor analysis yielded good fit for a model that consisted of 10 lower-order factors and two higher-order factors ("system 1" and "system 2"). These findings attest to the inherent integration of imaginative and motivational processes and the relative independence of automatic and controlled processes. Another noteworthy finding is that inspiration and effort are relatively independent prior to imaginative ideation but converge following imaginative ideation, as individuals invest effort into inspired ideas.

Mental Fatigue and Urge Magnitude as Determinants of Cardiovascular Response to a Behavioral Restraint Challenge

Christopher Mlynski, Ellen Anderson, Ivan Carbajal, & Rex A. Wright (University of North Texas)

Participants first performed a more- or less difficult version of a letter-cancellation task used in previous research to induce low- and high degrees of mental fatigue. They then were presented a violent video clip with instructions to maintain a neutral facial expression, that is, to resist the urge to display emotion. Emotional evocativeness of the video was manipulated through the inclusion or exclusion of sound. Analysis of cardiovascular measures taken during the restraint period indicated stronger heart pre-ejection period and heart rate responses when evocativeness was high. There were no effects for fatigue. However, additional measures indicated that the fatigue manipulation was weakly effective, at best. Positive evocativeness findings add to the body of evidence supporting urge magnitude implications of a recent conceptual analysis concerned with determinants and cardiovascular correlates of behavioral restraint. Negative fatigue findings are contrary to fatigue implications of the analysis, but should be interpreted cautiously in light of the questionable manipulation.

Regulatory Fit in Leadership Context

Eyal Rechter (Ono Academic College) & E. Tory Higgins (Columbia University)

Effective self-regulation requires two basic components: assessment and locomotion. Assessment involves comparisons and evaluations of goals and means, while locomotion involves initiating and maintaining goal-directed movement (Kruglanski et al., 2000). Individuals chronically differ in their emphasis of assessment and locomotion. Regulatory Fit (Higgins, 2000) refers to a situation where people can engage in an activity in a manner that fits their motivational orientation. In this work, we examine how regulatory fit predicts emotions of followers toward their leader. In a field study, examining direct fit effects between chronic regulatory mode of leaders and followers, and a lab study, examining fit effects of task instructions given by the leader, we look into the transfer of the experience of regulatory fit to the emotions and evaluation of followers to their leader. Our results highlight the importance of regulatory fit to the process of leadership and to followers' perceptions of their leader.

Abstraction aligns implicit self-goal identification to explicit goals

Asael Y. Sklar & Kentaro Fujita (The Ohio State University)

Previous work indicates that abstract, high-level, construal enhances self-control (e.g. Fujita, Trope, Liberman, & Levin-Sagi, 2006), yet the cognitive mechanism behind this phenomenon is not fully understood. We propose that high-level construal aligns automatic self-goal associations to explicit goals. Two experiments tested the effect of construal level on self-goal associations. Participants were induced into either a high- or a low-level construal mindset using the category/exemplar task (Fujita et al., 2006) and exposed to a self-control conflict. Then, participants completed an explicit goal motivation measure and a single-category IAT (Karpinski & Steinman, 2006) measuring automatic self-goal associations. In both experiments, explicit motivation and self-goal association were more aligned in high-level relative to low-level construal condition. These results are a first indication for a new cognitive mechanism by which subjective construal may effect self-control, opening the way for new lines of inquiry into self-control mechanisms.

Error climate in early childhood: How do pre-school teachers respond to children's errors during book reading?

Carly Champagne, Annemarie Hindman, Barbara Wasik (Temple University)

Adult feedback can critically impact student motivation, particularly in the context of failure (Ames, 1992; Dweck & Leggett, 1988; Turner & Patrick, 2004, Weiner, 2000). Some research has examined teacher responses to student errors (e.g., Ingram, Pitt, & Baldry, 2015; Schleppenbach, Flevaris, Sims, & Perry, 2007; Tulis, 2013), however primarily in middle school math. This study extends this research by examining teacher responses in the early childhood classroom. Video-taped book readings in five public prekindergarten classrooms were observed. Students were 3-5 years and primarily African-American (93%). Teachers were primarily female (80%) and African-American (60%). Errors were defined based on teacher responses (e.g., "no, not quite") and responses were coded for statements and questions (Schleppenbach et al., 2007). Results showed that teachers primarily responded with statements (56%, 4-12); they mostly provided the answer (27%, 1-5) or told students they were incorrect (24%, 1-4). Teachers sometimes asked questions (44%, 2-9), but never asked for an explanation of the child's response, and some teachers showed a particular pattern of responses. To our knowledge, this is the first study examining errors in preschool. Findings suggest that preschool errors are common and underutilized as instructional tools.

The Effects of Mindset on Emotional Responses and Prosocial Behavior

Lauren M. Ministero, & Michael J. Poulin (The University at Buffalo)

We suggest that compassion-evoking situations elicit both a desire to help and to self-protect. Committing to helping should reduce focus on self-protection, increasing helping behavior. Goal commitment is facilitated by an implemental mindset and inhibited by a deliberative mindset (Gollwitzer, 1990). In Study 1 (N=240), we examined the effect of a deliberative mindset on pledging money to help suffering children. Results indicated that thinking about the children's feelings elicited donations in a neutral ($B = 1.06, p = .03$), but not a deliberative ($B = -0.83, p = .04$) mindset condition, suggesting that deliberation eliminates the effect of perspective-taking on helping, undermining prosocial behavior. In Study 2 (N=278), we examined the effect of an implemental mindset on emotional responding to compassion-inducing images. Results indicated that being in an implemental mindset with respect to helping goals predicted increased empathic concern ($B = 0.49, p = .02$) and distress ($B = 0.35, p = .04$), suggesting that committing to help increases emotional responding.

What happens during the process of goal-oriented self-regulation? Systematic measure of the objective and self-reported effects of the self-regulation enhancing intervention.

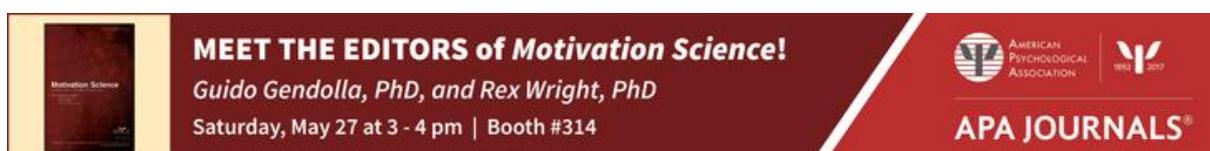
Michał Szulawski (The Maria Grzegorzewska University) & Magdalena Marszał-Wiśniewska (University of Social Studies and Humanities)

Psychological interventions enhancing the process of goal-oriented self-regulation improve the effectiveness of goal attainment, however, the methods of measurement focus on the final result, without considering the underlying process of self-regulation. The two studies checked the effects of the self-regulation systematically during the study. The intervention was based on the Social-cognitive Theory of Self-regulation. Besides goal attainment, subsidiary indicators of self-regulation process enhancement were used (perceived chances of success, importance of the goal etc.). In the first study participants pursued different goals, and the measure was subjective (self-report). In the second study; however, all participants pursued the same goal (weight loss) and, besides the subjective measure, the objective measure – weight was used. The results showed that the influence of the intervention on goal attainment in both groups was significant. However, the dynamics of the indicators of effectiveness differed, which is an interesting discovery in the field of goal-oriented self-regulation.

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