



12th Anniversary Meeting
May 23rd, 2019
Washington, D.C.

Program Abstracts

SESSION 1: 9:15-10:30am

INDIVIDUAL PAPERS

Chair: Franklin Shaddy

Money-Priming Review

Presenter: Alex Stajkovic, University of Wisconsin – Madison

Co-author: Kayla Sergent, Edgewood College

Despite the ubiquitous presence of money in social discourse, the perception of money has been anything but impervious, ranging from “the all mighty dollar” to “the root of all evil.” Correspondingly, research suggests that when individuals are exposed to money, they are more motivated and productive, while at the same time are less cooperative and ethical. Empirically, however, many money-priming effects have failed to replicate. The purpose of this presentation is to advance the psychology of money, foster dialogue, and sharpen the focus for future research. To that end, we reviewed 121 money-priming experiments, comprising of 29,000 participants, and meta-analyzed the effects. Of these, 49 effects were not significant. Of the 72 significant effects, 35 were positive and 37 were negative. The present meta-analysis can help us not only clarify the average money-priming effect, but also to better understand whether the potential benefits of primed money outweigh its potential costs.

Love is Patient: People are more willing to wait for something they like

Presenter: Annabelle Roberts, University of Chicago Booth School of Business

Co-authors: Franklin Shaddy, UCLA Anderson School of Management; Ayelet Fishbach, University of Chicago Booth School of Business; Alex Imas, Carnegie Mellon University

How does liking affect temporal discounting? One possibility is that liking yields impatience, as it is more difficult to resist the smaller-sooner option. However, in this research, we make the opposite prediction: Liking causes people to become more *patient*. Across seven studies (N=2,262), we find liking is positively correlated with patience (Study 1) and when people like a target more (compared to when they like it less) they are more willing to wait for a better quality version of it (e.g., the correct t-shirt size; Study 2a-2c), a larger amount of it (e.g., a full-size granola bar versus a sample; Study 3), and are also more willing to pay to eliminate the wait for it (Study 4). We propose liking causes people to perceive a greater difference in value between the smaller-sooner and larger-later options, which we find mediates the effect (Study 5). Finally, we discuss implications for policymakers.

Goals as identities: Boosting healthy-eater identity for easier goal pursuit

Presenter: Janna Kline Dominick (Rutgers University)

Co-author: Shana Cole (Rutgers University)

Viewing personal goals as identities aids goal-consistent action and goal success. However, little research has explored whether framing goals as identities is an effective strategy for resolving self-control conflicts in daily life. Across a series of studies, we found that framing goals as identities aids self-control and the ease at which people act goal-consistently. In Study 1, we manipulated peoples' perceptions of their healthy-eater identity and found that participants who believed they had stronger healthy-eater identities made healthier choices during a food choice task. In Studies 2 and 3, we employed longitudinal interventions and found that people who framed their healthy eating goals as identities reported that their goals felt easier and more natural to pursue, leading to healthier eating habits and greater goal success. Together, our findings suggest that when faced with self-control dilemmas, thinking of goals as identities may help people enact more effortless self-control in daily life.

If at First You Do Succeed, Do you Try, Try Again? Understanding, Predicting, and Modifying Behavior Following Subgoal Success

Presenter: Yael Zemack-Rugar (University of Central Florida)

Co-authors: Canan Corus (Pace University), and David Brinberg (Virginia Polytechnic Institute and State University)

Following subgoal success at a long-term goal, individuals can persist, behaving consistently with the long-term goal, or license, behaving consistently with competing, shorter term goals. We extend prior work by proposing this choice is driven, in part, by chronic differences in cognitive and emotional responses to subgoal success. In four studies, we develop and validate a measure that captures individual differences these responses. In six additional studies, we show that this measure predicts persistence following subgoal success where related measures do not. We also examine interventions that increase persistence following subgoal success, particularly by those chronically prone to licensing. Our work on this new individual difference furthers the field's understanding of the determinants of persistence and licensing, improves prediction of behavior, and offers a tool for identifying vulnerable individuals and helping them persist a their most important and challenging goals.

Eyes on the Prize: The Preference to Invest Resources in Goals Over Means

Presenter: Franklin Shaddy, UCLA Anderson School of Management

Co-author: Ayelet Fishbach, Chicago Booth School of Business

Goal systems are hierarchical, requiring people to invest resources vertically— both in lower-order means and higher-order goals. For example, a student who wants to take a particular class (goal) might first have to take a prerequisite (means). We investigated how the configuration of goals systems affects preferences for vertical resource allocation, finding that within goal-means dyads, people preferred to invest less in means and more in goals (Studies 1–2). This preference was both moderated by the presence of a goal-means hierarchy within the dyad (Study 3) and mediated by the perception that investing resources in the goal was a more direct investment in goal attainment (Study 4). Consequently, people chose to reduce costs associated with means (Study 5) and were happier when costs associated with means were eliminated (Study 6). Aversion to investing resources in means, therefore, can result in non-normative decision making in the course of goal pursuit.

SYMPOSIUM: Goal conflict and multiple goal pursuit

Chair: Catalina Kopetz

Every day people make choices regarding what goals to pursue (e.g., watching TV or working out). Researchers have typically approached these situations in terms of self-control dilemmas and focused on the factors that contribute to self-control success or failure. As a consequence, many interesting and important aspects of multiple goal pursuit have remained relatively unexplored. Our symposium goes beyond self-control and discusses alternative aspects of multiple goal pursuit. Specifically, Kopetz et al. suggest that goal conflict resolutions depends on the goals-means configurations accessible in the moment. Belanger et al., demonstrate that these configurations depend on individual characteristics such as obsessive/harmonious passion. Converse suggests that our tendency to emphasize the importance of goal completion might be detrimental in the context of multiple goal pursuit. Finally Tuoure-Thillery and Kouchaki show that the choices people make and their expectations to forget or remember them might have important consequences for one's self-concept.

The conflict is in the means: people's choice as a function of goals-means configurations

Catalina Kopetz, Ledina Imami, & Jason Roberson
Wayne State University

The literature on goal conflict focuses on self-control dilemmas, or the relationship between an immediate temptation and a long-term goal. By contrast, we suggest that goals are not inherently in conflict with each other. Rather the manner in which people approach conflicts between their goals depends on the goal-means configurations available in the moment regardless of whether the goals are immediate or long-term. In 3 studies we show that people are more likely to choose and engage in behaviors to fulfill one goal when the behavior is perceived as detrimental to an alternative goal (counterfinality configuration). This applies when they succumb to immediate temptations and forego long term-goals (Study 1) but also when they pursue a long-term goal (Study 2). Furthermore this effect is moderate by the relative accessibility of the goals (Study 2 & 3) and mediated by the perceived instrumentality and value of the behavior/means (Studies 1-3).

How Passionate Individuals Regulate Their Activity with Other Life Domains: A Goal-Systemic Perspective

Jocelyn J. Bélanger, Birga M. Schumpe, & Claudia F. Nisa
New York University Abu Dhabi

Four studies examined how people regulate their passionate activity with other life domains. Building on Goal-Systems Theory, we predicted that harmonious passion (HP) would be characterized by the pursuit for multifinality, the preference for means that gratify multiple goals simultaneously, whereas obsessive passion (OP) would be characterized by the pursuit of counterfinality, the preference for means that serves a focal goal to the detriment of other pursuits. Study 1 found cross-sectional support for these hypotheses. Study 2 replicated Study 1 and extended it by demonstrating that the relationship between OP and counterfinal means is mediated by alternative goal suppression. Study 3 replicated these findings using an experimental manipulation of passion. Study 4 found similar results by experimentally manipulating alternative goal suppression to demonstrate its causal influence on means evaluation. Collectively, the present results demonstrate that passion plays a significant role in the type of means-ends relations preferred for goal-pursuit.

The Trouble with Goal Completion: How Completion-Focus Can Undermine Important Work

Benjamin A. Converse
University of Virginia

Striving for goal completion is generally considered central to "good" self-regulation. Extensive research has documented the cognitive processes that focus people on uncompleted goals to support perseverance. But in settings where individuals must prioritize projects that vary in both

value and distance-to-completion, might a completion-focus interfere with high-value pursuits? We conceptualize and investigate the conflict that individuals face when choosing between lower-value goals that they can complete in short order and higher-value goals that they cannot. Suggesting that an emphasis on completion for its own sake may sometimes be a barrier to progress on more valuable pursuits, we document that “finish” goals are more prevalent and accessible in to-do lists than are “start” goals; that shorter-term, more specific goals often take priority over higher-valued goals; and that concerns about failure (operationalized as dispositional perfectionism) negatively predict the extent to which people spontaneously prioritize their goals based on self-reported value.

You Won't Remember This: The Effect of Expected Forgetting on Self-Control

Maferima Touré-Tillery & Maryam Kouchaki
Northwestern University

Beyond contributing to long-term goals, self-control can serve to boost people's self-concept by signaling to them that they have positive characteristics associated with sticking to important goal. We explore the effect of expected forgetting on self-control. Expected forgetting refers to people's beliefs that they will be unable to bring to mind in the future things they are seeing, doing, or experiencing in the present. Because autobiographical memories form the basis of the self-concept, we propose an action or choice people expect to forget will seem less consequential for their self-concept (i.e., less self-diagnostic). In turn, we expect these differential perceptions of self-diagnosticity to influence self-control. In five studies, we find that when expected forgetting is incidentally high (vs. control), people are less likely to exercise self-control when making food choices (Study 1) and prosocial decisions (Study 2), because they perceive their actions as less self-diagnostic (Studies 3 – 5).

SESSION 2: 10:45am-12pm

SYMPOSIUM: Individual differences in self-regulation

Chairs: Nicola Baumann & Veronika Brandstätter

When confronted with self-regulatory challenges (e.g., task interruptions; goal-related obstacles; temptations), people differ with respect to their success in overcoming these challenges. A wide array of theoretical concepts have been proposed to explain these differences (i.e., action-state orientation; self-awareness; implicit willpower theories; trait self-control). The symposium intends to bring together researchers from these areas thus contributing to a theoretical integration. Baumann et al. analyze the role of action-state orientation in resuming a task after an interruption. Kreibich et al. focus on dispositional self-awareness and the identification of goal-related obstacles. Wolff et al. examine the influence of implicit theories about willpower on physical performance and neuronal processes in patients with Multiple Sclerosis. Ent focuses on trait self-control in temptation avoidance. Eventually, Hoyle et al. take a more general perspective and address the basic question of whether trait self-control is a general tendency or a set of distinct tendencies.

Just a click away: Action-state orientation moderates the impact of task interruptions on initiative

Nicola Baumann¹, Max V. Birk², & Regan L. Mandryk³

¹University of Trier, Germany,

²Eindhoven University of Technology, Netherlands

³University of Saskatchewan, Canada

The present research examines the moderating role of individual differences in self-regulation (i.e., prospective state versus action orientation) on the impact of task interruptions on initiative. In three studies, participants were notified about a simulated network interruption while playing a computer game. The notification could be dismissed by clicking a button or waiting until the notification timed out. We created a subtle manipulation of demand by presenting notifications *during* game rounds (demand) versus *after* game rounds (no demand). State-oriented participants exhibited higher click latencies (Studies 1-3) and lower click rates (Studies 2-3) for dismissing notifications when interrupted during (vs. after) game rounds. Action-oriented participants, in contrast, exhibited initiative across conditions. Findings were stable across different interruption timeouts and when controlling for motivational variables. The present studies show that state- compared to action-oriented individuals have a lower *ability*—rather than *motivation*—to initiate goal-directed action and resume interrupted tasks.

Hurdles over Hurdles: The Effect of Self-Awareness on the Identification of Goal-Related Obstacles

Antonia Kreibich, Marie Hennecke, & Veronika Brandstätter

University of Zurich, Switzerland

When individuals strive for personal goals, they may encounter obstacles that could compromise their goal progress and pose a challenge to self-regulation. The purpose of the present studies was to examine the hypothesis that self-awareness, that is paying attention to one's own feelings, thoughts, and behaviors, promotes the identification of goal-related obstacles. We measured and manipulated self-awareness in two correlational and two experimental studies (one of them preregistered). All four studies confirmed the hypothesis that individuals with higher levels of dispositional and situational self-awareness identify more obstacles, both with regard to their idiosyncratic personal goals (Study 1 and 2) and with regard to an assigned task goal during an experiment (Study 3 and 4). Results indicate that self-awareness is a crucial component for identifying obstacles. We discuss the functionality of identifying obstacles in the context of self-regulation.

Effects of a Willpower Intervention on Performance, Effort Perception and Brain Oxygenation in Patients with Multiple Sclerosis

Wanja Wolff^{1,2}, Jonas Hofstetter¹, Christian Dettmers³, Veronika Job⁴, & Julia Schüler¹

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The ventromedial prefrontal cortex (vmPFC) plays a role in pitting the subjective value of an ongoing task against opportunity costs. Holding a non-limited implicated willpower theory (believing that self-control is non-depletable) should reduce opportunity costs. Patients with Multiple Sclerosis (PwMS) might particularly profit from holding a non-limited theory because PwMS frequently suffer from fatigue and one explanation for this debilitating symptom is that PwMS perceive having to invest an inordinate amount of resources in performing exhausting tasks. To integrate research on vmPFC function, willpower theories, and fatigue in PwMS, we tested the effect of inducing a non-limited willpower theory (treatment group) on physical performance, effort perception, and vmPFC oxygenation in a sample of forty-nine PwMS. We found mixed support for the proposed mechanisms: Patients in the treatment group displayed increased vmPFC activation but performance and effort perception did not differ from the control group.

Trait Self-Control and Temptation Avoidance

Michael Ent

Towson University

High trait self-control has traditionally been associated with the ability to successfully resist temptation. The present research suggests that high trait self-control is associated with avoidance, rather than effortful resistance, of temptation. People high in trait self-control reported engaging in behaviors associated with temptation avoidance to a greater extent than people low in trait self-control (Study 1). People high in trait self-control were more likely than those low in trait self-control to choose a work environment free of distraction rather than a distracting, yet alluring, environment (Studies 2 and 3).

Characterizing Individual Differences in Trait Self-Control

Rick H. Hoyle, Erin K. Davisson, & Hannah Moshontz

Duke University

Measurement of trait self-control reveals substantial and reliable individual differences in people's reports of their general effectiveness at controlling their behavior in the service of their goals. It is not yet clear, however, precisely what measures of trait self-control capture. We draw on data from multiple studies using a range of methods to characterize individual differences in trait self-control. We begin with a latent variable analysis of a measure designed to reflect multiple forms of self-control to address the basic question of whether trait self-control is a general tendency or a set of related but distinct tendencies. We then examine the similarity and uniqueness of trait self-control with respect to conscientiousness, grit, and other similar traits. We conclude with an examination of the relation between trait self-control and situated momentary assessments of self-control, focusing on the potential value of within-person density distributions of state self-control for understanding trait self-control.

SYMPOSIUM: Motivational Dynamics in the Workplace

Chair: Aneeta Rattan

Work Motivation: A Look to the Future

Ruth Kanfer, Georgia Institute of Technology

As populations in the developed world continue to age, organizations and public policy makers have focused more attention to motivating longer working lives and promoting higher levels of engagement among workers of all ages. In this talk I discuss two ways these real-world problems have shaped theory and research in applied motivation science. First, I summarize findings on age-related losses, gains, and changes in abilities, knowledge, and work motives, and discuss their implications for motivation at work at different points across the lifespan. Second, I address the distinction between motivation at work and to work and discuss challenges for future theory and research in the field.

Motivation Spillover in Multiple Team Membership Contexts

Gilad Chen, University of Maryland

In today's organizations, employees are often assigned as members of multiple teams simultaneously (i.e., multiple team membership), and yet we know little about important leadership and employee motivation phenomena in such settings. In this research, my colleagues and I examined whether a team's leader can enhance her/his employees' sense of agency beyond the realm just their immediate team (as reflected by the impact of leaders' empowering behaviors on employees' sense of psychological empowerment across teams). Specifically, using a scenario-based experiment and 2 field studies of leaders and their employees in the People's Republic of China and the United States, we examined how empowering leadership exhibited by 2 different team leaders toward a single employee working on 2 different teams can spillover to affect that employee's psychological empowerment and subsequent proactivity across teams. Consistent across all 3 studies, we found that each of the team leaders' empowering leadership uniquely and positively influenced an employee's psychological empowerment and subsequent proactive behaviors. In the field studies, we further found that empowering leadership exhibited by one team leader influenced the psychological empowerment and proactive behaviors of their team member not only in that leader's team but also in the other team outside of that leader's stewardship. Finally, across studies, we found that empowering leadership exhibited on one team can substitute for lower levels of empowering leadership experienced in a different team led by a distinct leader. This research contributes new knowledge regarding how and why leaders can motivate employees to be more proactive beyond the realm of a single team.

Progress in Women's Representation in Top Leadership Weakens People's Disturbance with Gender Inequality in Other Domains

Aneeta Rattan and Oriane Georgeac

Conventional wisdom suggests that as substantive progress emerges in one domain of gender inequality, people should be more motivated to rectify other gender inequalities. However, we theorized the opposite. Indeed, Study 1 (N=331) finds that perceiving greater representation of women in top corporate echelons decreases people's disturbance with the gender pay gap, but not with wealth inequality generally. Studies 2a (N=350) and 2b (N=1,098) present correlational evidence of the proposed psychological mechanism: people overgeneralize women's access to equal opportunities. Study 3 (N=454) replicates this process experimentally and documents the directionality of the effect. Study 4 (N=326) extends the findings across various domains of gender inequality within and outside of the workplace. These studies highlight the importance of

acknowledging the fragmented nature of social progress across domains of inequality, and highlight the motivational foundation of a previously-overlooked barrier for progress toward gender equality.

Feedback as a Performance Motivator? Individuals' Experienced Power Determines How They Respond to Positive vs. Negative Performance Feedback

Leila M. Straub, Enru Lin, Petra C. Schmid, Swiss Federal Institute of Technology (ETH Zurich)

Performance feedback signals to people where they stand in their goal progress. Positive feedback suggests that one is on a good track to achieve a goal. Negative feedback indicates that another strategy or greater effort is required. However, not everyone reacts equally to such feedback. We examined how individuals' experience of power affects motivation and performance depending on whether they receive positive or negative performance feedback. To test this, we conducted one online study, one field experiment, and two laboratory experiments. Results across those four studies showed that negative feedback increased motivation and performance in people who experienced high power, but was maladaptive for individuals who experienced low power. Positive feedback, in turn, increased performance in individuals who experienced low power, but had little or no impact on people who experienced high power. Our findings imply that performance feedback needs to be tailored to the recipient's experience of power.

SESSION 3: 2:15-3:30pm

SYMPOSIUM: Strategic Regulation of Motivation

Chairs: Patricia Chen & Lile Jia

Achieving a goal often takes more than just sheer will. It is also a matter of knowing strategies that are effective for motivating oneself and knowing when to use them. Our symposium aims to move beyond simply identifying contextual factors that are more versus less effective at motivating individuals under different conditions (where psychological science has already made significant headway). Instead, we focus on what it means for individuals to strategically regulate their own motivation when pursuing their goals. Four speakers will address the following empirical questions: Are people aware of the utility of particular motivational factors (e.g., promotion versus prevention motives, high-level versus low-level construals, planned indulgence versus abstinence) under different conditions? During goal pursuit, how effective are they at regulating these factors? And is there a general mindset that differentiates those who are inclined to be strategically self-regulated from those who are not?

Knowledge of the Role of Construal Level Predicts Task Preparation Choices

Presenter: Tina Nguyen, The Ohio State University

Co-authors: Jessica Carnevale, SUNY Purchase College; Abigail Scholer, University of Waterloo; David Miele, Boston College; Kentaro Fujita, The Ohio State University

Motivation is an energizing drive in goal pursuit that directs what people want, which then impacts their thoughts, feelings, and behavior. Research suggests that understanding how to regulate the quantity and quality of motivation is critical for goal pursuit (Scholer & Miele, 2016). The present work examines this in the context of construal level theory, as construal level can promote goal pursuit (Fujita & Carnevale, 2012). Specifically, high-level construal—a motivational orientation toward abstract features—promotes self-control (i.e., a high-level task; Fujita et al., 2006) whereas low-level construal—a motivational orientation toward concrete features—promotes performance on low-level, detail-oriented tasks (Wakslak et al., 2006). We find that people can identify high-level construal as useful for high-level tasks and low-level construal as useful for low-level tasks. Moreover, accuracy in this knowledge predicts better task preparation choices. Future work will examine whether this knowledge is related to goal pursuit success more broadly.

Cross-Cultural Similarities in Metamotivational Beliefs about Task-Motivation Fit

Presenter: David B. Miele, Boston College

Co-authors: Tina Nguyen, The Ohio State University; Abigail A. Scholer, University of Waterloo; Kentaro Fujita, The Ohio State University; Taku Togawa, Chiba University of Commerce

Prior metamotivational research (Scholer & Miele, 2016) has demonstrated that North American individuals are attuned to the potential performance tradeoffs associated with promotion and prevention motivations. For instance, they think that strategies for increasing one's prevention motivation will lead them to perform better on tasks that seem to require a careful and vigilant approach than on tasks requiring a creative and eager approach. In the present studies, we examined whether individuals from a more collectivistic culture (i.e., Japan) are attuned to these tradeoffs. In addition, we examined whether these individuals are more sensitive to the potential benefits of motivation-inducing strategies that are interpersonal (versus intrapersonal) in nature. The results of these studies showed that both North American and Japanese individuals were attuned to potential performance tradeoffs associated with promotion and prevention motivations, and (somewhat surprisingly) both sets of individuals showed greater metamotivational sensitivity for scenarios involving intrapersonal (versus interpersonal) strategies.

Planned Indulgence in Temptation Sustains Motivation in Long-Term Pursuit

Lile Jia, National University of Singapore

Co-authors: Delphinna Neo Hui Xuan, National University of Singapore Patricia Chen, National University of Singapore

Recent research suggests that planned indulgence in tempting, pleasurable activities is key to maximizing the pursuits of both short-term and long-term goals (Jia, Hirt, & Koh, 2018). To extend this perspective, we examined whether planned indulgence and succumbing to temptations have different motivational consequences. In four studies, we found that succumbing to, but not planned indulgence in, temptations demotivated long-term pursuit. Students who were distracted by leisure activities when preparing for final examinations reported lower motivation and planned less time for subsequent academic pursuit than those who were studying or engaging in planned indulgence. Similarly, participants who were led to believe, with the help of an eye-tracker, that they had succumbed to temptations reported reduced motivation, planned less subsequent effort, and exhibited behavioral disengagement from a demanding, focal task. Planned indulgence, again, exhibited no such demotivating effects. Our findings suggest that planned, strategic indulgence may effectively complement long-term goal pursuit.

A Strategic Mindset

Presenter: Patricia Chen, National University of Singapore

Co-authors: Joseph T. Powers, Stanford University Kruthika R. Katragadda, Stanford University Geoffrey L. Cohen, Stanford University Carol S. Dweck, Stanford University

Success in the face of challenge does not simply arise from sheer effort or iron will, but it often requires implementing effective strategies. While trait self-control has been emphasized as a key predictor of academic achievement, health, and wealth, we offer an alternative interpretation to the conventional self-control narrative. We propose that earlier self-control and later success may be rooted in a psychological stance that fosters the generation and use of effective strategies for goal achievement—a “strategic mindset.” Across 3 studies with 864 participants, people with higher strategic mindset scores reported generating, applying, monitoring, and adjusting their strategies to a greater extent, and in turn, they made greater progress towards their goals. We applied this model to predicting college students’ cumulative GPAs (Study 1), adults’ progress towards their professional, educational, health and fitness goals (Study 2), and people’s performance on an unfamiliar task in the laboratory (Study 3).

SYMPOSIUM: COGNITIVE PERSPECTIVES ON MOTIVATION

Chair: Szu-Chi Huang

Antecedents of Lay Beliefs about Willpower

Veronika Job

Technische Universität Dresden

People who believe that willpower is not limited show better self-regulation and well-being than people who believe that willpower is a limited resource, specifically when they have to deal with high demands. So far, only little is known about antecedents of people’s beliefs about willpower. Recently, we started to explore factors that might shape people’s willpower beliefs, including cultural context, parental modeling, perceived autonomy in personal goal striving, and aging. Together, the different lines of research suggest that multiple sources might be involved in determining people’s beliefs about willpower. On the one hand, people’s general tendency to believe that willpower is rather limited (or nonlimited) might be shaped through learning experiences early in life. On the other hand, recent experiences of vitality (due to high autonomy) affect people’s state beliefs about willpower.

The (dis)functionalities of rationalization

Presenter: Kristin Laurin, University of British Columbia

People are often motivated to rationalize threatening or potentially negative aspects of the reality they live with. For example, women confronted with gender inequality in their society can rationalize this uncomfortable observation by telling themselves that women must not be as deserving as men because of their different skillsets and preferences. In this talk I explore some of the consequences of rationalization in the hopes of shedding light on the (dis)functionality of rationalization. In particular, I contrast the consequences of rationalization for well-being with its consequences for cognitive function. Findings suggest rationalization may be a double-edged sword, with different consequences that seem likely both help and hinder adaptive functioning.

Regulatory Focus and Conspiratorial Perceptions: The Importance of Personal Control

Presenter: Jennifer Whitson, University of California at Los Angeles

Co-authors: Joongseo Kim, Cynthia S. Wang, Tanya Menon, and Brian D. Webster

We examine when and why people subscribe to conspiratorial beliefs, suggesting that promotion focus reduces conspiratorial perceptions by activating a sense of personal control. Study 1 established that individuals primed with promotion focus are less likely to perceive conspiracies than those in a baseline condition. However, individuals primed with prevention focus and those in a baseline condition did not differ in their levels of conspiratorial beliefs. Study 2 demonstrated that soldiers higher in promotion focus were less likely to endorse conspiracy theories because of their heightened sense of control; this relationship did not emerge for soldiers higher in prevention focus. Study 3 found that conspiratorial beliefs increased when individuals primed with promotion focus recalled personal control loss, whereas those primed with prevention focus were unaffected by personal control loss. Using measures and manipulations of regulatory focus and personal control, we establish when and why promotion focus reduces conspiracy theories.

Looking Back on a Journey to Move Forward: How a Conceptual Metaphor Sustains Behaviors After Attaining an Original Goal

Presenter: Szu-chi Huang, Stanford University, the Graduate School of Business.

Co-author: Jennifer Aaker, Stanford University, the Graduate School of Business.

People pursue goals throughout their lives, and many of these attempts end happily—the goal is achieved. We explore goal-aligned behaviors that can benefit from continuation (e.g., learning, exercising) and draw from the literature on conceptual metaphor to shape people's thoughts about the attainment of their original goals. Six studies involving over 1,600 people across cultures and samples (executives in Africa, dieters in a seven-day food diary program, exercisers in a 10-day walking program, and college students), run both in the lab and field, and employing both linguistic and visual metaphors, demonstrated that construing an achieved original goal as a completed journey (versus an alternative metaphor of having reached a destination, or a no-metaphor control) led to a greater likelihood of people continuing behaviors aligned with the attained goal a few weeks or even six months after. We isolated a mechanism for why people would continue goal-aligned behaviors—personal growth.

Mind the gap: Mediators of the relationship between mindfulness and action crises

Ariane S. Marion-Jetten, Geneviève Taylor, & Kaspar Schattke, Université du Québec à Montréal

Young adults are confronted with important goal decisions (Arnett, 2000). The term “action crisis” describes the intrapsychic conflict that individuals face when deliberating whether to continue

pursuing or abandon a problematic goal (Brandstätter & Schüler, 2013). Action crises are associated with poorer psychological and physical health (Brandstätter, et al., 2013). While self-concordance and goal-specific motivation predict action crises (Holding et al., 2017), little attention has been paid to mindfulness, which could influence the onset and management of action crises. Higher levels of mindfulness - paying attention, being aware non-judgementally (Kabat-Zinn, 2003) – are associated with increased self-concordance (selecting goals according to values and interests, Brown & Ryan, 2003), and emotion regulation (Baer et al., 2004). Both are associated with more successful goal pursuit. A prospective two-time points study ($N=84$) showed emotion regulation and self-concordance mediated the relationship between mindfulness and action crises even when action orientation personality traits were controlled for.

SESSION 4: 3:45-5pm

SYMPOSIUM: Drivers of Information Search and Information

Sharing

Co-chairs: Yanping Tu (University of Florida) and Ayelet Fishbach (University of Chicago)

We live in an age of information. With an overwhelming stream of knowledge, what drives people to seek out and diffuse information? The proposed symposium brings together four presentations examining novel drivers of information acquisition and information sharing. The first two presentations explore information acquisition. **Tu** finds that people seek new information after they observed another person (vs. an algorithm) revealing new information. **Woolley** presents evidence that people hold a hidden motive to avoid useful but threatening information (e.g., calorie content). The last two presentations examine drivers of information diffusion. **Fishbach** demonstrates that people have a tendency to withhold information related to failure compared with information related to success, which biases future generations' learning. **Eskreis-Winkler** demonstrates that sharing information (i.e., advice) has positive outcomes for advisors: in a large scale field study, students who gave (vs. received) advice about how to succeed in school improved their grades in two classes.

Taking the road un-travelled: Information from social agents encourages exploration

Speaker: Yanping Tu (University of Florida)

Co-author(s): Yuji Winet (University of Chicago), Shoham Choshen-Hillel (Hebrew University), Ayelet Fishbach (University of Chicago)

Inspired by the fact that knowledge accumulation is collective in nature, we ask, would a minimalistic social (vs. non-social) setting encourage information acquisition? Seven incentive-compatible studies ($N = 1674$) lend support to this hypothesis; when making solo decisions people explore new options more when information about known options comes from a social agent (e.g., a person) than a non-social agent (e.g., a computer simulation). We dub this effect the social exploration effect and attribute it to that people vicariously share the outcome explored by a social (vs. non-social) agent as their own, and are motivated to dig new information as a pseudo-group member. Consequently, if the social agent only discovers but does not experience the explored outcome, people do not explore more than in the non-social condition. Furthermore, because people are less motivated to vicariously experience others' negative than positive outcomes, the social exploration effect attenuates in the negative domain.

Examining Information Avoidance as a Hidden Motive

Speaker: Kaitlin Woolley (Cornell University)

Co-author(s): Jane Risen (University of Chicago)

More information is available today than at any other point in human history, yet people at times choose to avoid it. Even with useful or relevant information (“I should find out”), people may prefer ignorance (“But I don’t want to”). In the current research, we suggest when people experience an intrapersonal conflict—they want to avoid information they believe they should receive—they will avoid information more when they do not have to acknowledge the avoidance. Indeed, seven studies (N=3816) find people avoid information (e.g., calories) more when they “have cover” and can attribute avoidance to another feature of the decision. Verifying our proposed process, the effect of cover is reduced by decreasing intrapersonal conflict (Studies 4-5), and only occurs when the information acting as cover is perceived as decision-relevant (Study 6). Lastly, we demonstrate financial consequences of avoiding information more with cover in an incentive compatible design (Study 7).

Hidden Failures

Speaker: Ayelet Fishbach (University of Chicago)

Co-author(s): Lauren Eskreis-Winkler (University of Pennsylvania)

Failure often contains useful information. Across nine studies (N = 808), we document peoples’ reluctance to share this information with others. First, using a novel task paradigm, we find that participants consistently undershare failure-related information. This reluctance to share failure generalized to the organizational setting: teachers were less likely to share information gleaned from failure versus information gleaned from success (Study 2). Likewise, students were even less likely to share information they learned from failure compared to a no-feedback experience that communicated no useful information (Study 3). This reluctance occurs, at least in part, because people do not realize that failure contain useful information (Study 4). As a result, highlighting the information in failure makes people more likely to share it (Study 5). The current investigation illuminates an erroneous belief and the asymmetrical world of information it produces: one where failures are common in private, but hidden in public.

Advice-Giving Boosts Student Achievement: A Field Experiment

Speaker: Lauren Eskreis-Winkler (University of Pennsylvania)

Co-author(s): Katherine Milkman, Dena Gromet, Angela Duckworth (University of Pennsylvania)

Improving student achievement is a national priority. In a pre-registered field experiment, we tested a psychologically-informed intervention designed to boost grades. First, high school students (N = 1982) identified a target class in which they hoped to improve. Next, students were randomized to a treatment condition in which they were prompted to give advice to younger students about how to do better in school or a control condition. Over the following marking period, students who gave advice earned higher grades in both their target ($d = .13$) and math ($d = .10$) classes. Benefits did not differ by gender, ethnicity, or prior achievement. Benchmarking against prior school-based interventions, this intervention ranks in the 50th to 70th percentile in terms of the magnitude of the effect on achievement test scores, but in the bottom 1% for cost (Kraft, 2018). Our findings enlarge the toolbox of scientifically-validated, scalable approaches to improving achievement.

PRESIDENT'S INVITED SESSION: Competence and Motivation

Chair: Andrew Elliot

1. Fabrizio Butera, University of Lausanne & Céline Darnon, Clermont Ferrand University

Sociocognitive Conflict: Motivational Factors in the Collective Development of Competence

Sociocognitive conflict arises when people hold different views or ideas about the same object, and it has the potential to promote learning, cognitive development, and positive social relations. The promotion of these outcomes, however, depends on how conflict is regulated and with what goals: Mastery goals predict epistemic conflict regulation and the elaboration of multiple ideas, performance-approach goals predict competitive conflict regulation and the promotion of one's own ideas, and performance-avoidance goals predict protective conflict regulation and yielding to other people's ideas. Conflict regulation thus determines the conditions under which confronting diverging ideas results in positive cognitive and relational outcomes.

2. Carol Dweck, Stanford University

Motivation as the Basis of Personality and Development

Psychology consists of many seemingly separate areas, but upon closer inspection, motivation is often the glue that unites them and illuminates how they work. In her talk, based on her 2017 *Psych Review* article, Dweck shows how motivational constructs can illuminate the workings of personality and shed light on the engine for development. More specifically, she shows how people's psychological needs, goals, and mental representations work together to create the dynamics of human behavior, individuality, and growth. In this context, she discusses the implications of this approach for how change and growth can be fostered.

3. Eva Pomerantz, University of Illinois at Urbana-Champaign

Helping Parents to Adopt a Growth Mindset about Math Ability: Implications for Constructive Math Parenting Practices

Although parents appear to play a significant role in children's motivation and learning, they are often an untapped resource when it comes to math. This is likely due in part to the view that math ability is largely innate, which may deter parents from being involved. To address this issue, my team developed an intervention to foster growth mindsets about math ability among parents. I will present findings from a randomized controlled trial of the intervention showing that it is effective in promoting constructive math parenting (e.g., less controlling assistance with math homework and more process vs. person responses to children's math performance) among parents who may need the most support (i.e., those who view themselves as lacking math skills). I will discuss implications for children's math motivation and learning.

4. Corwin Senko, SUNY-New Paltz

First-Generation College Students' Pro-Social Motives and Achievement Goals: A Complex Combination

The *goal complex model* is emerging as a useful framework for studying achievement goals. It posits that people pursue a mastery or performance goal for a variety of reasons, and that those reasons also shape the goal's effects. A performance goal, for example, produces different effects when pursued to make tasks fun, boost pride, or earn approval. Thus far, however, several possible goal

pursuit reasons have not yet been explored, especially pro-social ones. To rectify that, this study tested first-generation college students, who, more so than continuing-generation students, go to college for multiple reasons: not just personal ones geared toward developing personal interests and skills, but also prosocial ones geared toward honoring their family or serving their own community. The study examined whether those three higher-order motives fuse with either achievement goal into goal complexes that guide first-generation students' downstream educational experience.

5. Sarah Townsend, University of Southern California

Difference Education can Increase Psychological Empowerment and Close the Social Class Achievement Gap

First-generation college students (i.e., students whose parents do not have 4-year college degrees) face many obstacles en route to graduation. One critical yet often overlooked obstacle is the cultural mismatch between first-generation students and the institutions of higher education they attend. This research examines whether this cultural obstacle can be addressed by providing college students with a contextual theory of difference in an intervention that we refer to as difference-education. This intervention teaches students that their social class-linked experiences prior to college can shed light on their setbacks in college and inform their strategies for success. In this study, first-year students read information online, which included senior students' and recent graduates' stories about how they adjusted to college. In the difference-education intervention, stories conveyed a contextual theory of social group differences as coming from participating in and adapting to diverse sociocultural contexts. We found that this online intervention effectively taught students a contextual understanding of difference and closed the social class achievement gap by increasing first-generation students' psychological empowerment and, thereby, end-of-second-year grades. Follow-up data with these intervention participants at graduation suggests that these academic benefits persist and may also extend to improved intergroup outcomes (i.e., cross-class friendships in school).

POSTER SESSION 5-6pm

Does Sensitivity to Moral Principles in Sacrificial Dilemmas Indicate Moral Maturity? A Process Dissociation Approach

Dries Bostyn (Ghent University), Arne Roets (Ghent University), & Paul Conway (Florida State University)

Previous work suggests that people are motivated to consider at least three factors when facing sacrificial moral dilemmas where causing harm maximises overall outcomes: The action effect (it is worse to cause harm through action than inaction), the contact effect (it is worse to cause harm directly than indirectly), and the intention effect (it is worse to cause harm as a means of helping others compared to harm that occurs as a by-product of helping others). Over four studies and a meta-analysis, we examine how individual differences in sensitivity to these principles predicts sacrificial dilemma decisions on a battery of dilemmas assessing harm-rejection and outcome-maximization response tendencies independently. Results suggest that people who are driven by each principle score higher on both harm-rejection and outcome-maximization response tendencies, a pattern suggesting nuanced consideration of dilemmas and consistent with moral maturity.

Direct and indirect effects of the implicit achievement motive on effort-related cardiovascular reactivity

Authors: Kerstin Brinkmann¹, Florence Mazères¹, & Michael Richter²

¹ University of Geneva, Switzerland

² Liverpool John Moores University, UK

The present research deals with conflicting predictions regarding effort mobilization. Motive disposition theory postulates that motives exert a direct impact, whereas motivational intensity theory suggests that motives only exert a direct impact if task demand is unclear. If task demand is fixed and clear, motives should only exert an indirect impact by determining the maximally justified effort. In two studies we tested the joint impact of task difficulty and the implicit achievement motive on effort-related cardiovascular reactivity during performance of a cognitive task. When task demand was unclear, pre-ejection period reactivity—an indicator of effort-related sympathetic impact on the heart—was a direct function of the strength of the implicit achievement motive. When task difficulty was fixed and clear, high achievement motivated individuals mobilized more effort for difficult tasks than low achievement motivated individuals. Effort mobilization was weak in easy tasks independent of the implicit achievement motive.

Does a company's environmental performance motivate people to apply for a job?

Isabelle Campeau-Hunziker, Kaspar Schattke, Christina Popescu, Université du Québec à Montréal; Ronald Ferguson and Michèle Paulin, Concordia University

There is a rising collective awareness of environmental issues, making green marketing a central strategy used by companies to stay competitive. Some companies, however, engage in greenwashing, a marketing strategy used to appear more environmentally friendly than one actually is. We investigated whether a company's environmental performance would motivate job seekers to apply to such a company and whether perceiving a company as using greenwashing can explain their motivation. We conducted an online experiment (N=117) on the platform Prolific using vignettes to manipulate the described company's environmental performance and its job offer. Participants rated their perception of greenwashing ($\alpha=.94$) and their motivation to apply for the job ($\alpha=.91$). We found that bad environmental performance led to lower motivation to apply for the job. Moreover,

perceiving the company as using greenwashing mediated this effect. These results suggest that companies should engage in real pro-environmental activities in order to attract future employees.

When is a Lie Less of a Lie. Moral Judgment Mediates the Relationship Between Motivation to Lie and Lie Labeling

Katarzyna Cantarero, SWPS University of Social Sciences and Humanities, Social Behavior Research Center, Wrocław; Piotr Szarota, Institute of Psychology, Polish Academy of Sciences, Warsaw

Presence of the intention to deceive, belief in falsity and falsity are crucial when deciding whether an act is a lie (Coleman & Kay, 1981). We proposed and found that the type of motivation is also an important factor influencing the extent, to which an act of intentional misleading someone to foster a false belief is labeled as a lie. In a cross-cultural Study 1 (N=1345), we presented participants with stories depicting lying. The results showed that perceived other-benefiting motivation to lie was negatively related to lie-labeling and that this relationship was mediated by the moral judgment of that act. When we manipulated the type of motivation (egoistic vs. other-oriented) in the stories presented in Study 2 (N=117), we found that it influenced the extent, to which deception was labeled as a lie. We found again that this relationship was mediated by the moral judgment of that act.

Beyond Prevention or Promotion: Motivational Ambidexterity as a Way to Self-Regulatory Complementarity in Goal Pursuit

Dohyung (Jacob) Cha, Seoul National University

Here, I propose ‘motivational ambidexterity’ – individuals, teams, and organizations that embody opposing or contradictory motivational orientations with different temporal focuses simultaneously – as a way to achieve the goal of ‘balancing’ the distinct motivational orientations. Currently, I seek to answer the motivational underpinnings of how to balance both the exploitation and exploration that has received little attention in psychology and management. As exploitation activities are associated with maintaining ‘status quo’ and exploration activities are associated with changing ‘status quo’, I posit that ‘prevention focus’ for the present time perspective and ‘promotion focus’ for the future time perspective (see the Figure 1) may excel in organizational life or perform well in personal goal pursuits in general. I tested this ‘motivational ambidexterity’ hypothesis in the U.S. political context (the economic performance of U.S. presidents from 1929 to 2017) and the results supported this argument ($\beta = 0.3875$, $F(1, 22) = 4.9873$, $p = 0.0371$) and preliminary tests to the business contexts (e.g., S&P 500 firms) also supported and plan to present the extended results at the SSM 2019. This research will mainly contribute to the motivation science (e.g., Cornwell, Franks, and Higgins, 2018) and time perspective literature (e.g., Ship and Aeon, 2018) and may provide an important psychological mechanism for the ‘paradox theory’ (e.g., Lewis and Smith, 2014) or a microfoundational approach to organizational learning (e.g., March, 1991) literatures too.

Spirituality and the College Student: Perspectives on Motivation in the Classroom

Kyle Clayton & AJ Tierney, Oklahoma State University

A student’s spirituality is often neglected at public institutions of higher education. This study focused on college students who were of diverse spiritual backgrounds and looked into the role these spiritual beliefs played in their motivation in the college classroom. The study set out to answer the following question — What role do spiritual beliefs play in college student classroom motivation? Within the framework of social capital theory, a qualitative study was designed and conducted by personal interviews. Subsequent coding produced motivation-relevant themes. Three themes were found after coding. These themes are: Spiritual beliefs are motivating, openness of instructor, and intrinsic and extrinsic views on motivation. These three themes are supported by quotes from the interviewees.

Conditional Indirect Effect of Science Self-Efficacy on STEM Career Goals: Test of the Transmission Model of Inspiration

Eric Deemer, Purdue University
Pedro Derosa, Louisiana Tech University
Aryn Dotterer, Utah State University
Denny Putra, Purdue University

The transmission model of inspiration (Thrash & Elliot, 2004) contends that the motivation construct carries the influence of the intrinsic value of some evocative object in such a way that it enhances the intrinsic value of a distal object. Despite its intuitive appeal, surprisingly little research has been conducted on this model. The purpose of the current research was to examine the role of inspiration as a mediator in the conditional relationship between science self-efficacy and STEM career goals. Racial identity served as a moderating variable. Participants consisted of 202 African American college students majoring in STEM. Contrary to expectation, results of moderated mediation modeling indicated that the conditional indirect effect of science self-efficacy on STEM career goal pursuit was significant and positive, but more robust at low levels of a multiculturally inclusive racial identity (estimate = .35, $p = .001$) than high levels of this identity (estimate = .12, $p = .043$).

Supervisors' Role in Doctoral Students' Mental Health

Samira Feizi & Nathan Hall, McGill University

In this study we examined the effects of supervisor support mediated by self-efficacy on doctoral students' well-being. Doctoral-level students ($N = 637$) were recruited internationally from 36 countries across 41 disciplines. Participants completed an online questionnaire consisting of several self-report measures including supervisor support, psychological adjustment (i.e., intention to quit, depression, impostor syndrome, burnout, and work-life balance), and research self-efficacy (i.e., writing, practical research, quantitative and computer, research design self-efficacy). Path analyses were conducted to assess mediating role of research self-efficacy factors in the relationship between supervisory support and the students' psychological well-being. Results show that students who received higher levels of supervisor support reported higher level of research self-efficacy, which resulted in lower level of depression and burnout and better work-life balance. The finding is an indication of the significance of the supervisor relationship in doctoral students' psychological well-being and motivation.

BOUNDARY CONDITIONS OF IMPLICIT AFFECTIVE INFLUENCES ON EFFORT MOBILIZATION

David Framorando and Guido H.E. Gendolla, University of Geneva, Switzerland

In this poster, we present a series of experiments testing prime awareness as a moderator of affect primes' influences on effort mobilization. Based on the Implicit-Affect-Primes- Effort (IAPE) model (Gendolla, 2012, 2015), we investigated prime visibility and prime warning as potential moderators of affective influences on effort mobilization. In addition, we controlled for the possible role of gender by recruiting equal numbers of women and men. Cardiac pre-ejection period, systolic and diastolic blood pressure, and heart rate were recorded to assess effort-related cardiovascular response. Under implicit priming, pre-ejection period reactivity was significantly affected by affective priming in accordance with the predictions of the IAPE model. Conversely, prime visibility and prime warning led to zero-effects. In addition, this particularly applied for men. Our results suggest that, especially for men, prime visibility and prime warning are both moderators of implicit affects' effect on effort mobilization.

Predicting Multi-Trait Motivation from Multi-Trait Personality in HR Professionals

Paul Frazer PhD, The Ronin Institute

The research to be presented investigated the intersection of personality and motivation, and specifically, the predictive relationship between factors of the five-factor model of personality and

the categories of the Assessment of Individual Motives-Questionnaire motivation model. Although significant research into multi-trait personality models exists, there is significantly less research into multi-trait motivation models and little research into how multi-trait models in these two fields intersect. A canonical correlation analysis was chosen to properly represent all potential between-factor effects of the two variable sets. The results showed statistical significance for the overall canonical correlation between the predictor and the outcome variables and showed that there were three statistically significant canonical functions between the two sets of variables. Four personality variables and three motivation variables met the statistical cut-off showing contribution to the canonical correlation.

How Self-Presentational Variability and Congruence and their Motivations Relate to Well-Being

Dina Gohar, University of Michigan, Ann Arbor

Mark R. Leary and Philip R. Costanzo, Duke University

People regularly engage in self-presentation but differ in their motivations for doing so. People also differ in the degree to which they both present different images of themselves to different targets (variability) and convey impressions that are consistent with their private self-views (congruence). This experience sampling study examined the psychosocial implications of participants' (n = 110) self-presentational variability and congruence with targets in their everyday lives, and their acquisitive versus protective self-presentational motives to make favorable or avoid making unfavorable impressions. Hierarchical regression results indicated that overall self-presentational variability was linearly related to more anxiety, stress, loneliness, and depression, and quadratically related to relational well-being, self-concept clarity, subjective well-being, and self-acceptance; particularly with distant targets, with whom participants were more motivated to avoid making bad impressions. However, self-presentational congruence with close targets, with whom impression management concerns were low and more acquisitive, was quadratically related to subjective well-being and self-acceptance.

Psychometric Validation of the 3C-Scale of Work Motivation

Johann Gutzmer, Hugo M. Kehr

Technische Universität München

The 3C-Model of Work Motivation (Kehr, 2004) proposes that motivation depends on the activation and interplay of three components: implicit motives, explicit motives and subjective abilities. In addition to these distal determinants of motivation, the model also suggests three proximal indicators of motivation that can be more easily measured than the distal level variables: affective preferences, cognitive preferences and perceived abilities. In order to develop and psychometrically validate the 3C-Scale, a scale that reliably measures these proximal indicators, two studies were conducted. In these studies, 350 and 250 participants respectively responded to various items measuring affective preferences, cognitive preferences and perceived abilities for a specific activity, as well as to items assessing general motivation, intrinsic and extrinsic motivation, self-efficacy, utility value and commitment with regard to this activity. Results show that the three subscales of the 3C-Scale are reliable and have satisfactory structural, convergent and predictive validity.

Physical activity and motivation

Bailey Hart & Dr. Adena Young-Jones, Missouri State University

Dr. Jason McCain, Texas A&M University-Commerce

The current investigation evaluated the link between physical activity and motivation in the classroom by introducing an exercise break at the mid-point of a video lecture. Participants were divided into four conditions: Control, yoga, mild exercise, and moderate exercise. Motivation was assessed before the break and at the end of the lecture. The analysis revealed that, compared to the control condition (Mean Change [$M\Delta$] = .29, Standard Error [SE] = .10), average self-reported motivation was higher in the moderate exercise, $M\Delta = 1.03$, SE = .24, U = 810.0, p = .002, and yoga

conditions, $M\Delta = 1.46$, $SE = .27$, $U = 1241.5$, $p < .001$. There was also a significant difference in energy levels between the control group, $M\Delta = .53$, $SE = .14$, and both the moderate exercise, $M\Delta = 2.07$, $SE = .25$, $U = 484.0$, $p < .001$, and yoga conditions, $M\Delta = 2.26$, $SE = .27$, $U = 991.5$, $p < .001$.

Goal internalization

M.Sc. Marius Jais, Technical University of Munich

Co-Authors: Prof. Dr. Hugo M. Kehr, Technical University of Munich; PD Dr. Markus Quirin, Technical University of Munich

The level of goal internalization has been demonstrated to positively influence human motivation and health (Ryan & Deci, 2000). However, (a) the level of internalization may momentarily be moderated by personality-by-situation interactions, and (b) individuals may not necessarily be able to validly report on their level of goal internalization. In line with this argumentation, previous studies demonstrated that individuals with low levels of self-regulation abilities (i.e. state-oriented participants) tend to falsely ascribe assigned tasks as self-selected in memory (i.e. self-infiltration), particularly under conditions of negative affect (e.g., Baumann & Kuhl, 2003). Here, we tried to investigate whether this phenomenon can be found for the case of a frustration of the affiliation motive (“rejection sensitivity”) as a specific qualification of negative affect. Self-chosen as compared to assigned tasks were more accurately recognized. They were also more strongly revalued than assigned tasks. Personality-by-situation effects on self-infiltration could partially be confirmed but revealed to be more complex as expected.

Reading and writing self-efficacy in graduate students: Does degree program or academic discipline matter?

Emily A. Jonas, Nathan C. Hall, So Yeon Lee
McGill University

Graduate students in all disciplines spend much of their time in highly-demanding cognitive tasks, such as reading an expansive amount of literature, as well as writing theses and dissertations. Self efficacy is a motivational variable that is predictive of academic success, however differences between program (master’s/doctoral) and disciplines (STEM/non-STEM) has been underexplored, specifically regarding reading and writing self-efficacy. The present study conducted two 2x2 ANCOVAs on reading and writing self-efficacy while controlling for age, gender, and English as a first language. Results showed no significant interaction effects; however, main effects for program were found, $F(1) = 3,895$, $p = .049$, $\eta^2 = .01$, showing master’s students reporting lower reading self-efficacy than doctoral students, as well as main effects for discipline, $F(1) = 11.342$, $p = .001$, $\eta^2 = .02$, with students in STEM disciplines reporting lower reading-self-efficacy than non-STEM students. Implications for promoting reading self-efficacy in university programs will be discussed.

Can a Growth Mindset Intervention Overcome Messages About the Stability of Intelligence?

Alison C. Koenka¹, Amy L. Dent², and Jennifer H. Corpus³; ¹The Ohio State University; ²University of California, Irvine; ³Reed College

Many students are labeled as gifted or having a learning disability. Such labels, however, may reinforce a maladaptive belief that ability is fixed. This study investigates (1) how academic labeling predicts motivational beliefs and academic performance and (2) whether a growth mindset intervention buffers these hypothesized consequences. We used a subsample of ninth grade students ($N = 5,837$) from the National Study of Learning Mindsets dataset who were gifted, had a learning disability, or received neither label. Students were randomly assigned to the intervention or comparison condition. Before and after experiencing the condition, students reported motivational beliefs (e.g., beliefs about intelligence). Performance was measured by grade point average. Structural equation modeling analyses are testing (a) the relationship between labeling and performance and (b) whether it is mediated by motivational beliefs and moderated by the

intervention. Results will offer implications for how information about academic capabilities should be communicated to students.

Academic Contingencies of Self-Worth

First Author: Jason S. Lawrence

Co-Authors: Joseph Gonzales and Kelly Sutherland

Affiliation: University of Massachusetts Lowell

Psychologists measure academic contingencies of self-worth as a unidimensional construct (Crocker et al., 2003). That is, students' level of academically-contingent self-worth reflects the degree to which their self-worth is affected by positive and negative academic outcomes. In a sample of 465 undergraduates who completed an academic contingencies of self-worth measure, we tested this unidimensional construct model against two alternatives. One alternative model is that there are two relatively distinct types of academic contingencies: the first reflecting students' level of linking self-worth to their positive academic outcomes; the second reflecting their level of linking self-worth to negative academic outcomes. The second alternative model is that there is an overall—higher order—construct of basing self-worth on academics that subsumes both positive and negative components. The results provided evidence for this third model. This model may help researchers more precisely test which components of academic contingencies predict different motivational and performance outcomes.

A cross-lagged analysis of procrastination and burnout in post-secondary faculty

So Yeon Lee¹, Nathan C. Hall²

^{1,2}Department of Educational and Counselling Psychology, McGill University

Despite high academic demands having been consistently observed to correspond with lower well-being and greater procrastination in post-secondary faculty (Ackerman & Gross, 2007), limited research has explored the causal relationships between faculty procrastination and burnout utilizing a longitudinal design. The present study examined procrastination and burnout across three time points in an international sample of post-secondary faculty (N = 3086; 69 countries), with cross-lagged analyses revealing a significant bidirectional pattern indicating high Time 1 burnout levels to lead to greater procrastination at Time 2 that, in turn, predicted higher burnout levels at Time 3. These results demonstrate the importance of addressing burnout as a maladaptive self-regulatory behavior in post-secondary faculty due to its clear potential to impact psychological well-being outcomes. Findings will be discussed with respect to recommended institutional changes in orientation practices and support policies to address the interplay between overwork, behavioral self-regulation, and burnout in faculty internationally.

Well-being and Motivation in the Pursuit of Science: A Model of Self-Determination, Academic Well-Being and Intrinsic Motivation within in the Science Classroom

Lisa Leon, Texas Tech University

There is a multitude of research from a global to local policymaker's interest to increase and promote student engagement, participation and learning in STEM studies and career paths. Through the lens of the Self-Determination theoretical framework (SDT), this study aims to determine relationships between variables consistent with psychological need satisfaction, well-being along with intrinsic motivation when learning science and pursuing future scientific endeavors. It is posited that meeting psychological needs of autonomy, competence, and relatedness is key to reach optimal levels of well-being, leading towards more intrinsically motivated behavior within any realm. The purpose of the study is to determine whether all components of the theoretical underpinnings of SDT would fit the data gathered from the educational realm of a science classroom. Preliminary exploratory factor analysis yielded a five factor (KMO=.89, 69.3% of variance explain). Preliminary confirmatory factor analysis also resulted in good model fit (CFI=.92, RMSEA=.06, SRMR=.06).

The Role of Linguistic Input in Shaping Early Motivation

Kelsey Lucca, Rachel Horton, Jessica A. Sommerville, University of Washington, Seattle.

Early persistence is a powerful predictor of later academic success. Yet, little is known about the factors that shape early persistence, particularly as individual differences are first emerging during infancy. Here, we examined how infants' persistence is shaped by linguistic input. Twenty-nine 18-month-olds were tested in a two-part observational study (Figure 1). We correlated infants' persistence in a goal-oriented activity with parental talk: We coded each utterance parents used into one of three categories of praise: generic (e.g. "yay!"), process-oriented (e.g. "great work!"), or person-oriented (e.g. "you're so smart!"). We also coded the extent to which they talked about persistence more broadly. The frequency of process praise and persistence-related language strongly predicted infants' persistence (Figure 2). These findings demonstrate that the type of language parents use surrounding effort and hard work is related to infants' persistence, providing important insight into the social factors that impact early persistence.

Within-person variability in sensation-seeking during daily life: Positive associations with alcohol use and self-defined risky behaviors

Lydon-Staley, D.M.^{*}, & Bassett, D.S.; University of Pennsylvania

Sensation-seeking is the seeking of varied, novel, and intense sensations and experiences and the willingness to take risks in order to engage in these experiences. We use data from a 21-day daily diary protocol ($n = 167$) to test day-to-day, within-person associations between sensation-seeking and both alcohol use and self-reported risk-taking. Using multilevel models, we show that (i) both alcohol use and risk-taking are higher than usual on days of higher than usual sensation-seeking (Figure 1) and that (ii) day's impulsivity partially mediates the association between sensation-seeking and both alcohol use and risk-taking (Figure 2). Coupling natural language processing with network science tools, we reduced 2490 self-reports of the day's riskiest behavior to communities reflecting a wide range of risk domains, including social, school, work, and drug use risks (Figure 3) and find that participants high in trait sensation-seeking show relatively greater diversity in risk behavior.

Affirmative Action: Evaluation of Prejudice as Motivated Cognition for Opposing Policies

Leslie Martinez, Ph.D., Teresa Partridge, Ph.D., Zane Alsareinye, Micah Chapman
University of the Incarnate Word

Theories of motivated cognition suggest tendencies to support or oppose affirmative action policies (i.e., SDO, Haley & Sidanius, 2006). In light of politicized reactions to rapidly changing ethnic demographics, the study investigated the utility of an anti-Mexican American attitude scale in predicting opposition to affirmative action policies. Using a national sample of White Americans ($N=520$, $M_{age}=36.07$, $SD=13.07$), regression analyses resulted in different models for racial policy attitudes ($F(9, 498)=86.4$, $p<.01$, $R^2=.61$), opposition to affirmative action for gender ($F(10, 504)=40.72$, $p<.01$, $R^2=.45$), and opposition to affirmative action for race ($F(6, 508)=90.12$, $p<.01$, $R^2=.52$) involving scales for prejudice against Mexican Americans, Blacks, and immigrants with different combinations of the following predictors: sex, age, political affiliation, political party feeling thermometer, and interactions between sex or age and feelings toward specific political parties. While many factors predicted policy attitudes, political party feelings may be especially motivating during political climate change.

Task clarity determines the explicit achievement motive's impact on effort-related cardiovascular reactivity

Florence Mazeres, Geneva Motivation Lab, University of Geneva, Switzerland

Co-authors: Kerstin Brinkmann, Geneva Motivation Lab, University of Geneva, Switzerland; Michael Richter, Effort Lab, Liverpool John Moores University, United Kingdom

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 mobilization during tasks with unclear versus easy task demand.

Thirty-nine individuals worked on a mental arithmetic task with unclear difficulty, and forty individuals worked on an easy mental arithmetic task, both under motive-arousing instructions. The strength of the sanAch was determined by the achievement subscale of the Personality Research Form (PRF-AC; Jackson, 1999). To assess effort-related cardiovascular response, we recorded cardiac pre-ejection period (Wright, 1996). Results showed that effort mobilization increased with the strength of the sanAch when task difficulty was unclear. When task difficulty was clear and easy, effort mobilization was low and independent of the strength of sanAch. These results corroborate the assumption that the nature of the achievement motive's impact on effort depends on task clarity.

Doctoral Students' Decision to Leave Academia as Predicated by Supervisor Support

Asra Milani & Samira Feisz, McGill University

This study examined, through quantitative methods, doctoral students' burn-out as moderating the relationship between supervisor's autonomy support and their intentions to quit. A diverse sample of 637 doctoral students completed an on-line survey. 22.6% of the participants were male, and 75% of the participants were female from various geographical locations across the globe who were officially enrolled in universities. The measures used included Maslach Burnout Inventory (Maslach & Jackson, 1986), Supervisor Support (Overall, Deane, & Peterson, 2011), and Intention to Quit adapted from Hackett, Lapierre and Hausdorf (2001). The results based on moderated path analysis showed that burn-out significantly moderates the relationship between supervisor autonomy support and students' intention to quit. Recommendation to reduce students' burn out through supportive supervisory style are provided to reduce doctoral students' attrition before degree completion.

Motivation in the Wild: Current Findings and Future Perspectives for Research on Motives and Motor Behavior

Florian Müller & Rouwen Cañal-Bruland, Friedrich Schiller University Jena (Germany)

Motive research offers a comprehensive account of how differences in individuals' motivation arise and in turn impact behavioral outcomes. We reviewed a total of 38 studies on the relation between motives and motor performance and critically assessed the current state of research. Our evaluation indicates that the field is characterized by the use of inconsistent motive measures, a strong focus on the achievement motive (66%) at the expense of other motives such as the affiliation and power motives, correlational designs (66%), and heterogeneous results. We highlight key changes to the overall research agenda that we believe to be necessary to inform theorizing and increase our understanding of individual differences in motivation and motor behavior. Key issues are a) appreciation of the implicit-explicit motive distinction, b) going beyond the achievement motive, and c) adopting a process focused approach (promising processes are discussed).

Motivating the Journey: Prevention vs. Promotion Goal Pursuit Processes

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Two fundamental motives are theorized to drive the process of goal pursuit: Truth motivation prompts people to establish where they are headed, and control motivation drives them to take action. However, it is unclear how these motives might vary based on whether the desired destination is a prevention versus promotion goal. As a result, we sought to validate a new framework encompassing four process-related motive domains: prevention-truth (assessment), promotion-truth (curiosity), prevention-control (restraint), and promotion-control (locomotion). In this study, participants (N = 56) were trained on the prevention-promotion distinction, and then

categorized truth and control words related to the goal pursuit process. Results supported our proposed framework; stimuli reflecting the four hypothesized categories were sorted quickly and consistently, suggesting that these motives are highly accessible and basic in nature. This is some of the first evidence indicating that the journey of goal pursuit may vary fundamentally for prevention versus promotion goals.

Mindfulness and Motive-Congruence: Methodological Considerations

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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) is a crucial predictor of personal well-being. Carlson (2013) suggested mindfulness (the non-judgmental awareness of present sensations, thoughts, and emotions) as a means to increase motive-congruence as it should help overcoming barriers to self-knowledge. We tested this assumption in a cross sectional study (N=100) recruited through Prolific Academic. We found a link between dispositional mindfulness measured with the Five-Facet Mindfulness Questionnaire ($\alpha=.79-.83$) and implicit/explicit power motive congruence. Interestingly, when using the Linguistic Inquiry and Word Count software (LIWC) to code for the implicit power motive, mindfulness was associated to high power motive congruence. In contrast, when using Winter's (1994) coding system (ICCs=.63-.87), mindfulness was associated to lower power motive congruence. Methodological and theoretical implications are discussed.

Implicit Theories of Learning and Motivation

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This work explores the impact of implicit theories of skill development on the motivation to engage in the process of learning. This study of 574 managers across industries, using a novel measure of 5 distinct learning behaviors, shows that individuals who were prompted to believe that reading facial expressions is a learnable skill took on a higher level of challenge and were more likely to practice their skills, but were less likely to reflect on their learning, than those who were prompted to believe reading facial expressions relied on innate talent. These findings suggest that what motivates individuals to engage in one type of learning behavior may actually deter them from engaging in others, even within the same learning task.

Having Your Cake and Eating It Too: Goal Conflict May Promote Effective Self-Regulation

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Experiencing conflicting desires is traditionally thought to hinder self-regulation. It is often noted that such conflict pulls resources in multiple directions and negatively impacts attention to one's focal pursuits. Relatively little attention has been devoted to the possibility that conflict may actually promote effective self-regulation. This may occur when conflict prompts individuals to either restructure their pursuit of conflicting goals or seek out multifinal means to fulfill all conflicting goals simultaneously. We collected data from 269 participants to complete an online survey testing these notions. When participants reported experiencing greater conflict between goals, they expected the pursuit of these goals to be more difficult. Ironically, however, they were also more likely to consider the goals as facilitating one another and to think the goals could be fulfilled by multifinal means. These results support the notion that conflict may promote effective changes in self-regulation.

Generalized ingroup-stereotyping as a motivated response to perceived individual failure

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Recently, scholars have argued that people are sometimes motivated to 'strategically' endorse ingroup-stereotypes in order to explain their own underperformance on stereotypic tasks and protect individual self-esteem. In the present study (N = 453), after receiving bogus negative feedback on their individual performance on a math/special ability test, women showed higher agreement with statements about men being more proficient than women in these domains. This effect, however, only materialized in women who are normally less inclined to endorse stereotypes, based on their low levels of Right-Wing Authoritarianism. Moreover, also positive ingroup-stereotypes were activated simultaneously, which may further explain how ingroup-stereotyping can help protect the individual's self-esteem.

Do Different Types of Choices Enhance the Effectiveness of Utility-Value Interventions?

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Utility-value interventions (UVIs) aim to promote students' interest and achievement by asking students to write about how course content relates to their lives. Two pre-registered studies examined whether perceiving more autonomy during UVIs, in the form of having more choices, might enhance the interventions' effectiveness. These studies were a replication/extension of a field study by Rosenzweig et al. (2018). Mechanical Turk participants completed UVIs which either included a choice between two intervention writing tasks or assigned a task using yoking. Low-confidence participants in Study 1 (n = 250) reported higher interest, utility value, and intentions to learn about biology if they received choice versus no-choice UVIs. In Study 2 (n = 260) choice promoted utility value and behavioral intentions for participants who had low confidence and thought the choices were meaningful. Choices do seem to enhance the effectiveness of UVIs, but effects are stronger for some students than others.

Cortical correlates of achievement motive – goal incongruence and the buffering effect of trait self-control

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We link achievement motive-goal incongruence research with self-control research by assuming that more self-control is required when people act in conformance with an incongruent goal. This should be measurable in stronger activation of a brain area associated with self-control (DLPFC) and in poorer motor performance. Furthermore, we analyzed whether trait self-control buffers the negative effects of achievement motive – goal incongruence. Twenty-eight participants (17 women, mean age: 24 years), whose implicit achievement motives were assessed at the beginning of the study, performed a handgrip task in an achievement goal condition and in three incongruent conditions, while their DLPFC oxygenation was monitored continuously (using functional near-infrared spectroscopy, fNIRS). None of the two-way interactions (motive × goal condition) reached significance. A significant three-way interaction (motive × trait self-control × goal condition) showed that trait self-control buffered the detrimental effects of incongruence on motor performance. The nature of the three-way interaction predicting DLPFC oxygenation was partly unexpected. We see our results as a starting point for further research on the interplay between motive-goal incongruence and trait and (cortical correlates of) state self-control that we assume to be important to understand performance in strenuous tasks.

Flirting with Rejection: Predicting Ex-Partner Appeal from Risk of Rejection

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Attempting to renew a romantic relationship with an ex-partner is a risky proposition. There is a real possibility that one's ex-partner will reject any attempt at reconciliation, given that the relationship has already failed once. While this possibility may deter such attempts, the risk of rejection may

ironically make these partners particularly appealing. Such a phenomenon may be explained by counterfinality, a principle of goal pursuit wherein risky behaviors are perceived as particularly useful to one's goals. To test this possibility, we recruited 201 participants to complete an online survey investigating the relationship between likelihood of rejection and evaluations of one's ex-partner. In line with the counterfinality principle, as perceived likelihood of rejection increased, participants reported greater desire and intentions to reunite with their ex-partner, and more positive feelings toward such a reunion. These findings suggest that ex-partners who are "riskier" to reunite with are, ironically, most appealing.

Strategy Attributions

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Albert Einstein once said that "insanity is doing the same thing over and over again and expecting different results". Although it is important to encourage people to persist in moments of failure, it is also important to motivate them to rethink their strategies. Two studies (N = 502) tested whether inducing strategy attributions motivate people to search for better approaches more than other attributions (Effort and Aptitude). Participants responded to hypothetical achievement-related scenarios in the academic (Study 1) and workplace (Study 2) contexts. Study 1 showed that when individuals attribute failure to ineffective strategies, they are more likely to suggest ways of improving existing methods than attributing failure to low effort. In Study 2, we replicated these results and found that strategy attributions, like effort attributions, encourage future attempts and higher expectations of success over and beyond aptitude attributions. These findings suggest that strategy attributions motivate both persistence and reflection.

An Optimal Foraging Theory Approach to Publication Success

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We adopted ethological models of optimal foraging to multiple nutrients to the self-determination theory, which suggests that striving for autonomy, competence, and social relatedness are universal human needs. In the theoretical part, we develop a polynomial conflict function modeling the inherent facilitating and hindering relations between striving for the three basic needs. In the empirical part, we apply this function to bibliometric data of N = 611 scientists from 97 North American social psychology programs, totaling to more than 20,000 papers in 20 years. Striving for autonomy was operationalized by the position on the author list, striving for competence by the impact factor of the journal, and striving for social relatedness by the length of the author list. We show how striving for the three needs conflicts with each other and how minimizing this conflict on the target function results in the highest outcome in terms of the h-index.

The relationships subjective task values with peer learning activities

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This study's purpose was to verify the effects of subjective task values on peer learning activities. 58 college students responded questionnaires. As result, interest value had an positive effect on cooperative actions ($b = .332$). No other values had any effect on activities. From the fact, productive peer learning needed participants' interest.

Distinguishing between Need Support and Regulatory Focus with LIWC

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The need-support model bridges regulatory focus theory and self-determination theory. Research on this model has shown that support of needs for autonomy, competence, and relatedness (key constructs in self-determination theory) is higher in experiences of pursuing hopes versus duties (key constructs in regulatory focus theory). The current research used LIWC 2015's standard dictionaries

to examine differences between descriptions of high and low support of these needs (N = 941), descriptions of pursuing hopes and duties (N = 1,047), high need support and hopes, and low need support and duties. As expected, descriptions of high need support and hopes were more emotionally positive than low need support and duties, whereas high need support and duties showed more attention to social relationships than low need support and hopes. These and additional findings of this research support the need-support model's proposal that regulatory focus and need support do not reduce to each other.

Mortality Salience, Effort, and Cardiovascular Response to a Simple Performance Challenge

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Participants were presented a simple performance challenge relevant to their identity after having been exposed to a prime that made mortality more or less salient. For some, challenge difficulty was fixed at a low level; for others, difficulty was fixed at a high level; for still others, difficulty was unfixed. Blending logic from terror management theory and an analysis concerned with determinants and cardiovascular correlates of effort, we had two central predictions. First, effort and associated cardiovascular responses should be greater under high salience conditions when difficulty was (a) fixed at a high level, and (b) unfixed. Second, effort and associated cardiovascular responses should be low irrespective of salience when difficulty was fixed at a low level. Findings for heart contractility – operationalized in terms of heart pre-ejection period – were strongly supportive, with those for blood pressure and heart rate corresponding in some respects.

Enhanced Beta Suppression in Performance Expectancy with Rewards

Authors: Ricardo Wilhelm and Philip Gable

Research shows that beta activity over the motor cortex is suppressed prior to movement. Approach motivation from exogenous reward motivators (money) enhances beta suppression. Past work suggests that endogenous reward motivators (difficult performance expectancy) also enhance motivation. The present study sought to investigate whether introducing an extrinsic motivator (money) to an intrinsic motivation manipulation (performance expectancy) would have an interactive influence on beta suppression. That is, beta suppression should be greatest when performance is expected to be difficult (vs. easy) and rewarding from monetary gain. Results revealed that expectancy of difficult trials enhanced beta suppression (vs. easy trials). This effect was marginally enhanced by adding monetary reward. Broadly, these results suggest that motivation caused by a difficult task expectancy enhanced motor-action preparation. Some forms of motivation may not require extrinsic motivators for enhanced motor-action preparation.

Belonging intervention and high school performance

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Prior research has established that sense of belonging impacts important educational outcomes, including motivation and performance (Slaten, Ferguson, & Allen, 2016). Further, interventions targeting belonging have bolstered such outcomes, particularly for students from underrepresented minority (URM) backgrounds (Walton & Carr, 2012). To our knowledge, however, research has not yet examined the utility of belonging interventions for high school students. Therefore, we tested a belonging video intervention with rising ninth graders. During summer orientation, participants (N=162) were randomized to watch a seven-minute intervention or control video. At the end of the school year, treatment (vs. control) participants failed fewer classes and missed less school, $d=-0.30$ and -0.32 , respectively. The intervention was especially beneficial for URM students, closing the achievement gap in end-of-year grade point average and course failure rates by 85% and 100%, respectively. Results suggest belonging interventions can be a cost-effective approach to addressing equity gaps in high school education.

Decisional conflict is crucial: Job-related action crises predict employee turnover

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An action crisis is the decisional conflict between further pursuit and disengagement from a personally relevant goal. Because such conflicts result from obstacles or setbacks, they typically involve dissatisfaction and rumination. Nevertheless, decisional conflict differs from mere lack of commitment or frustration during goal pursuit by the aspect of uncertainty and indecision. This state elicits a thorough re-evaluation of the goal and consideration of alternatives. Thus, decisional conflict has predictive power beyond attainability and value of the goal pursuit. The assumption is corroborated by a field study where decisional conflict regarding a job was used as a predictor of employee turnover. In a sample of 166 call-center employees, decisional conflict incrementally predicted turnover beyond classical predictors, that is, job satisfaction, organizational commitment, turnover cognitions, and quit intentions. The result suggests that decisional conflict is a prime antecedent of goal disengagement and a yet neglected predictor of voluntary turnover.

Received social support in a stressful situation - does the affiliation motive act as a moderator?

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Recent research showed that received social support can buffer the negative effects of stress on well-being and motivation. Other studies found no or even reversed effect. We suggest the implicit affiliation motive acts as a moderator. Therefore, we hypothesized that social support has more beneficial effects for high than for low affiliation motivated individuals. 51 participants from a middle school were randomly assigned to a direct, indirect, or no social support group. Depending on the group, informational support was experimentally induced by a confederate while the participants were preparing for a challenging motoric task (juggling) which was announced to be evaluated by experts. Results showed that participants with a strong affiliation motive are more motivated to perform well in the task when being directly supported. In contrast participants with a weak affiliation motive and of the two other groups underperformed. However, no significant effects were found for well-being.