

# **2<sup>nd</sup> Annual Meeting of the Society for the Study of Motivation (SSM)**

The 2<sup>nd</sup> Annual meeting of the Society for the Study of Motivation (SSM) will take place **May 25, 2009** in the **San Francisco Marriott, San Francisco, CA**. It will be held in affiliation with the 21<sup>st</sup> Annual Convention of the Association for Psychological Science (APS). The program includes two invited presentations by Jennifer Beer and Bernard Weiner, five symposia, a poster session, and the Annual SSM Business Meeting.

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## Program Committee and Presenters

### Program Committee:

Charles Carver (University of Miami, USA)  
Eva Dreikurs Ferguson (Southern Illinois University Edwardsville, USA)  
William G. Graziano (Purdue University, USA)  
Eddie Harmon-Jones (Texas A & M University, USA)  
Hugo M. Kehr (Technical University of Munich, Germany)  
Anca M. Miron (University of Wisconsin Oshkosh, USA)  
Richard M. Ryan (University of Rochester, USA)  
Jack van Honk (Utrecht University, The Netherlands)

### Program Committee Co-Chairs:

Guido H.E. Gendolla (University of Geneva, Switzerland)  
Rex A. Wright (University of Alabama at Birmingham, USA)

### Invited Speakers:

Jennifer Beer (University of Texas at Austin, USA)  
Bernard Weiner (University of California, Los Angeles, USA)

### Symposia Speakers:

Sami Abuhamdeh (The American University in Cairo, Egypt)  
Nicola Baumann (University of Trier, Germany)  
Larry C. Bernard (Loyola Marymount University, USA)  
Sara Branch (Purdue University, USA)  
Kerstin Brinkmann (University of Geneva, Switzerland)  
Edward Deci (University of Rochester, USA)  
Carol Dweck (Stanford University, USA)  
Stefan Engeser (Technische Universität München, USA)  
Demetra Evangelou (Purdue University, USA)  
Grainne Fitzsimons (University of Waterloo, Canada)  
William G. Graziano (Purdue University, USA)  
Meara M. Habashi (Iowa Wesleyan University, USA)  
Jutta Heckhausen (University of California – Irvine, USA)  
Hugo M. Kehr (Technische Universität München, Germany)  
Lisa Legault (University of Ottawa, Canada)  
Chantal Levesque-Bristol (Missouri State University, USA)  
Anca M. Miron (University of Wisconsin Oshkosh, USA)  
Giuseppe Pantaleo (San Raffaele University of Milan, Italy)  
Christian Reinhardt (Martin-Luther-Universität Halle-Wittenberg, Germany)  
Despina Sakka (Democritus University of Thrace, Greece)  
Kaspar Schatke (Technische Universität München, Germany)  
Anja Schiepe (Technische Universität München, Germany)  
Abigail A. Scholer (Columbia University, USA)  
Jack van Honk (Utrecht University, The Netherlands)  
Netta Weinstein (University of Rochester, USA)  
Anna Woodcock (Purdue University, USA)  
Rex A. Wright (University of Alabama at Birmingham, USA)

### Poster Presenters:

Yasemin Arikan (University of Rochester, USA)  
Elliot Berkman (University of California, USA)  
Veronika Brandstätter (University of Zurich, Switzerland)  
Hanna Brycz (University of Gdansk, Poland)  
Thi-Thuy-Hang Bui (University of Paris X, France)  
Estelle Campenni (Marywood University, USA)  
Randie C. Chance (California State University, San Marcos)  
Lori R. Cohen (McGill University, Canada)  
David E. Conroy (The Pennsylvania State University, USA)  
Kelly J. Copeland (Missouri State University, USA)

Helma M. de Morree (Bangor University, Wales)  
Benoît Dompnier (University of Lausanne, Switzerland)  
Sara Etchison (McGill University, Canada)  
Timothy S. Freeman (Missouri State University)  
Guido H.E. Gendolla (University of Geneva, Switzerland)  
Martin Goy (Dortmund University of Technology, Germany)  
Stefan T. Guentert (ETH Zurich, Switzerland)  
Tess Hagg (Missouri State University, USA)  
Erin P. Hennes (New York University, USA)  
Chris S. Hulleman (Vanderbilt University, USA)  
Amanda L. Hyde (The Pennsylvania State University, USA)  
Jung-Yeon Kim (Sungkyunkwan University, Korea)  
Martin Krippel (University of Göttingen, Germany)  
Jason LaGory (University of Arkansas for the Medical Sciences, USA)  
Jihyun Lee (Sungkyunkwan University, Korea)  
Catalin Mamali (Loras College – Dubuque, USA)  
Jutta Mata (Technical University of Lisbon, Portugal)  
Sónia Mestre (University of Oporto, Portugal)  
Marina Milyavskaya (McGill University, Canada)  
Melissa D. Pattie (Missouri State University, USA)  
Marlies Pinnow (Ruhr-University Bochum, Germany)  
Caroline Pulfrey (University of Lausanne, Switzerland)  
Rémi Radel (Université Joseph Fourier, France)  
Maika Rawolle (Technische Universität München, Germany)  
Michael Richter (University of Geneva, Switzerland)  
Kaspar Schattke (Technische Universität München, Germany)  
Anja Schiepe (Technische Universität München, Germany)  
Ralph E. Schmidt (University of Geneva, Germany)  
Julia Schüler (University of Zurich, Switzerland)  
Nicolas Silvestrini (University of Geneva, Switzerland)  
Henrik Singmann (University of Hamburg, Germany)  
Susanne Steiner (Technische Universität München, Germany)  
Geneviève Taylor (McGill University, Canada)  
Lihua Xu (Oklahoma State University, USA)

## Schedule

**8:00am-8:30am**

Yerba Buena Salon 2

### Opening Remarks

Larry C. Bernard (Loyola Marymount University, USA), SSM President

**8:30am-10:00am**

Yerba Buena Salon 2

### Symposium I

***Implicit and explicit processes in motivation: Validation and application in interpersonal contexts.***

**Co-chairs:** Lisa Legault (University of Ottawa, Canada)  
Netta Weinstein (University of Rochester, USA)

**Speakers:** Chantal Levesque-Bristol (Missouri State University, USA)  
Netta Weinstein (University of Rochester, USA)  
Grainne Fitzsimons (University of Waterloo, Canada)  
Lisa Legault (University of Ottawa, Canada)

Yerba Buena Salon 3

### Symposium II

***Motivational foundations underlying science, technology, engineering, and math (STEM): Do interests in people undermine interests in things?***

**Chair:** William G. Graziano (Purdue University, USA)

**Speakers:** Demetra Evangelou (Purdue University, USA)  
Meara M. Habashi (Iowa Wesleyan University, USA)  
Despina Sakka (Democritus University of Thrace, Greece)  
Anna Woodcock (Purdue University, USA)  
Sara Branch (Purdue University, USA)

**10:00am-10:30am**

### Break

**10:30am-11:30am**

Yerba Buena Salon 2

### Invited Address

***The development of an attribution-based theory of motivation: A history of ideas.***

Bernard Weiner (University of California, Los Angeles, USA)  
Introduction by Guido H.E. Gendolla (University of Geneva, Switzerland)

**11:30am-1:00pm**

### Lunch

**1:00pm-2:30pm**

Yerba Buena Salon 2

### Presidential Symposium

**Chair:** Larry C. Bernard (Loyola Marymount University, USA)

**Speakers:** Edward Deci (University of Rochester, USA)  
Carol Dweck (Stanford University, USA)  
Jutta Heckhausen (University of California – Irvine, USA)  
Jack van Honk (Utrecht University, The Netherlands)

**2:30pm-3:00pm**

Yerba Buena Salon 2

### Annual SSM Business Meeting

**3:00pm-3:30pm**

### Break

**3:30pm-4:30pm**

Yerba Buena Salon 2

**Invited Address**

**The brain basis of motivated and non-motivated self-perception.**

Jennifer Beer (University of Texas at Austin, USA)

Introduction by Jack van Honk (Utrecht University, The Netherlands)

**4:30pm-5:00pm**

**Break**

**5:00pm-6:30pm**

Yerba Buena Salon 2

**Symposium III**

***Flow experience explained from different theoretical perspectives – towards a synthesis.***

*Co-chairs:* Kaspar Schattke (Technische Universität München, Germany)  
Stefan Engeser (Technische Universität München, Germany)

*Speakers:* Hugo M. Kehr (Technische Universität München, Germany)  
Anja Schiepe (Technische Universität München, Germany)  
Nicola Baumann (University of Trier, Germany)  
Sami Abuhamdeh (The American University in Cairo, Egypt)  
Christian Reinhardt (Martin-Luther-Universität Halle-Wittenberg, Germany)

*Discussant:* Stefan Engeser (Technische Universität München, Germany)

Yerba Buena Salon 3

**Symposium IV**

***Impediment influence on engagement, feeling, and goal value.***

*Co-chairs:* Anca M. Miron (University of Wisconsin Oshkosh, USA)  
Rex A. Wright (University of Alabama at Birmingham, USA)

*Speakers:* Kerstin Brinkmann (University of Geneva, Switzerland)  
Rex A. Wright (University of Alabama at Birmingham, USA)  
Abigail A. Scholer (Columbia University, USA)  
Anca M. Miron (University of Wisconsin Oshkosh, USA)  
Giuseppe Pantaleo (San Raffaele University of Milan, Italy)

**6:30pm-8:00pm**

Yerba Buena Salon 4

**Evening Reception**

Poster discussion period

Cash bar

## Invited Presentations

### **Invited Address I**

*10:30pm – 11:30pm, Yerba Bueno Salon 2*

#### **The Development of an Attribution-Based Theory of Motivation: A History of Ideas. *Bernard Weiner (University of California, Los Angeles, USA)***

The history of ideas guiding the development of an attribution-based theory of intrapersonal motivation is presented. These influences include the search for a “grand” theory of motivation (from Drive- and Expectancy/Value- Theory), an attempt to represent how the past may influence the present and the future (as Thorndike accomplished) and the incorporation of causes and their properties (from Rotter and Heider). The ultimate goal of this approach is the formulation of a conception in which causes influence action via the mediating mechanisms of expectancy and affect. The application of the theory to the prediction of school performance also is discussed.

### **Invited Address II**

*3:30pm – 4:30pm, Yerba Bueno Salon 2*

#### **The Brain Basis of Motivated and Non-Motivated Self-Perception. *Jennifer Beer (University of Texas at Austin, USA)***

The robust nature of positivity biases in social evaluation suggests that people are motivated to see themselves and those they care about in an unrealistically positive manner. However, researchers continue to debate whether these biases arise because positive information is most quickly available about the self and people we care about or because people exert executive control in order to selectively emphasize positive information. Research from our lab has used fMRI and lesion methodologies to address this question. These studies provide support for the view that availability heuristics likely drive positivity biases. Biased evaluations of personality traits are associated with increased engagement of neural regions that detect the social desirability of personality traits. In contrast to the view that effortful control over information processing supports positivity biases, regions associated with executive function are most strongly engaged for accurate judgments.

# Symposia

## **Presidential Symposium**

1:00pm – 2:30pm, Yerba Bueno Salon 2

*Chair:* Larry C. Bernard (Loyola Marymount University, USA)

*Edward Deci (University of Rochester, USA)*

*Carol Dweck (Stanford University, USA)*

*Jutta Heckhausen (University of California – Irvine, USA)*

*Jack van Honk (Utrecht University, The Netherlands)*

## **Symposium I**

8:30am – 10:00am, Yerba Bueno Salon 2

### **Implicit and explicit processes in motivation: Validation and application in interpersonal contexts.**

*Co-chairs:* Lisa Legault (University of Ottawa, Canada),  
Netta Weinstein (University of Rochester, USA)

The attributes of implicit motivation are thought to influence the subjective experience and quality of engagement in interpersonal contexts. As such, this symposium seeks to validate implicit motivational processes and apply motivation to conscious and nonconscious interpersonal regulation. The studies presented explore processes in motivation employing a number of strategies and a collection of behavioral, observed, and self-reported interpersonal outcomes. The first talk provides validation for implicit priming of motivation. The second presentation follows with an exploration of the impact of primed motivation on interpersonal outcomes in collaborative tasks. The third talk examines interpersonal processes promoting implicit goal attainment. The final line of research presents, in two studies, the moderating impact of self-determination on inhibiting application of stereotype activation after a racial prime, and resistance to increased prejudice after self-regulatory depletion. Speakers will discuss implications of implicit and explicit processes in motivation.

### **The automaticity of motivated life: Priming autonomy leads to positive outcomes.**

*Chantal Levesque-Bristol (Missouri State University, USA) and Luc Pelletier (University of Ottawa, Canada)*

A series of studies examined whether autonomous and controlled motivation can be primed or implicitly assessed and the impact of those primed motivations on perceptions, behavior, and daily motivation. In two studies, autonomous and controlled motivations were primed through a scramble sentence task. Autonomy was primed with words such as “choice” and “challenge”, and control with words such as “pressure” and “demanded”. Participants primed with autonomy reported greater intrinsic motivation, perceived choice, better performance and more time spent on a subsequent task compared to participants primed with control. Results also showed the effects of the primes to be somewhat stronger for individuals who did not possess a chronically accessible motivation. Those individuals, for whom autonomous or controlled motives are available but not chronically accessible, were found to be more susceptible to the primed motivations. Other studies demonstrating the effect of implicitly assessed motivation only for certain individuals will be presented.

### **Effects of motivational priming on collaborative relationships.**

*Netta Weinstein (University of Rochester, USA), Holley S. Hodgins (Skidmore College, USA), and Richard M. Ryan (University of Rochester, USA)*

Priming of autonomous and controlled motivational states elicits accompanying experiences of volition or pressure and may influence approaches to tasks (academics, sports, and problem-solving, among others) and relationships, including those with family, romantic partners, or strangers. The present studies utilized a sentence-scramble prime to explore the impact of primed autonomy and control motivation on closeness, interpersonal effectiveness (emotional attunement, cognitive attunement), and performance. These behaviors were examined in the context of collaborative verbal and nonverbal creative tasks, as well as in collaborative decision-making. Results were obtained from self-reports, behavioral measures (e.g., chair distance reflecting closeness), audiotapes and videotapes (e.g., coded joint laughter, eye contact, off-task comments), and text coding. Mediation analyses demonstrate that taking an interest in one’s partner, and an absence of tension, were responsible for effective interactions. Future directions in motivational priming and relevance for interpersonal tasks will be discussed.

### **Implicit social influences on self-regulation.**

*Grainne Fitzsimons (University of Waterloo, Canada)*

Whether people want to earn a promotion, get along better with others, save for retirement, or lose that all-important last five pounds, their goals play an integral role in shaping their day-to-day actions. What predicts success and failure in these “self-regulation” efforts? Decades of research have outlined many important internal psychological processes (e.g., willpower) that promote goal progress. In my research, I focus outside

of the self – on the social environment in which the self pursues implicit goals – and examine the interpersonal processes that promote goal attainment. In particular, I will present evidence supporting the hypotheses that (a) people evaluate and categorize others in terms of their usefulness for goals, (b) doing so generally promotes goal progress, but (c) doing so can have costs for goal progress, if people “outsource” their self-control to useful others. Across a series of studies, I hope to demonstrate the utility of integrating self-regulatory and interpersonal perspectives.

**When internalization leads to automatization: The role of self-determination in the regulation of stereotyping and prejudice.**

*Lisa Legault (University of Ottawa, Canada) and Isabelle Green-Demers (Université du Québec en Outaouais, Canada)*

Recent evidence suggests self-determined goals to be nonprejudiced are negatively associated with both racism and sexism. However, the social-cognitive processes involved in this association require investigation. Thus, the automaticity of self-determined and non-self-determined prejudice regulation was assessed in two experiments. In Experiment 1 (N=84), differences in the automatic activation and application of stereotypes were assessed for those high and low in self-determined motivation to regulate prejudice. As expected, both groups showed similar automatic stereotype activation following a racial prime. However, only self-determined prejudice regulators inhibited subsequent stereotype application. Experiment 2 (N=135) assessed the impact of self-regulatory depletion on the regulation of prejudice. As anticipated, depletion had no impact on prejudice regulation for the self-determined group. However, when non-self-determined prejudice regulators were depleted, prejudice increased, relative to non-depleted controls. Findings are discussed in terms of the automatization of self-determined regulation, which offers promising implications for the reduction of prejudice.

## **Symposium II**

8:30am – 10:00am, Yerba Bueno Salon 3

### **Motivational Foundations Underlying Science, Technology, Engineering, and Math (STEM): Do Interests in People Undermine Interests in Things?**

*Chair:* William G. Graziano (Purdue University, USA)

This symposium examines personal interests in Things and People as motivational factors in academic preferences and achievement. Interests also underlie sex differences in career plans. Person-Thing interests may index motivational processes steering children toward/away from STEM. For USA university students Person Thing Orientation (PTO) was linked to commitments to academic majors, and retention within engineering programs. Evidence did not support the hypothesis that PO and TO were inversely related, or that PO undermines interest in STEM. In USA, sex differences were greater for TO than PO, but not for engineering students. Outcomes for 3rd and 6th grade children were similar. Sex differences in interests for STEM may be underway early in USA. In Greece and Turkey, sex differences in TO were negligible, but PO differences were pronounced. Woodcock & Estrada-Hollenbeck use Kelman's social influence model to explore interests and commitments to academic career plans. Branch & Ngambeki classify self-reported motives into a Kelman system.

#### **Person-Thing Orientation in USA University Students.**

*Demetra Evangelou (Purdue University, USA), Ida Ngambeki (Purdue University, USA), William G. Graziano (Purdue University, USA)*

Person-Thing Orientation data were collected from Purdue University students: First year Engineering majors (N=979) and Introductory Psychology undergraduates (N=716). Engineers were admitted to the College of Engineering, and committed to that set of majors. The introductory psychology sample included engineering students along with majors from any college within the university, including undecided students. Men were significantly higher in T orientation than women across both groups. STEM majors were higher in T orientation than non-STEM majors. Engineering students also rated the condition of their engineering major. Individuals choosing to remain an engineering major were higher in T orientation than individuals leaving engineering or undecided. This preliminary evidence shows that differences in TO, but not PO, predict success in engineering and science-related careers. Results are consistent with vocational psychology that differential interests in persons and things are pervasive, related to STEM occupational goals, but also to the sex differences that probably underlie both of them.

#### **Teacher Knows Best: Interest as a Predictor of Children's Career Plans.**

*Meara M. Habashi (Iowa Wesleyan University, USA), Demetra Evangelou (Purdue University, USA), William G. Graziano (Purdue University, USA).*

Research has identified differences in men's and women's level of interest in people and things (PTO.), which are related to differences in interest in careers for men and women. Data were collected from 3rd and 6th graders and teachers (N = 203). Participants completed measures of students' PTO, interest in careers and classes. Teachers also completed measures assessing their own PTO. Analyses assessed how well teacher ratings of student PTO predicted the student's self-rated interest in careers. Results indicate that teacher ratings of 3rd graders PTO emerged as better predictors of students' self-rated interest in career than the students' own ratings of PTO. For 6th graders, however, students' self-ratings of PTO emerged as better predictors of self-rated interest in careers than teacher ratings. Results are discussed in terms of teachers' assessment of children's motives and interests as an influence on children's self-ratings.

#### **Cultural Applicability of the Predictors of Person-Thing Orientation in Greece and Turkey.**

*Despina Sakka (Democritus University of Thrace, Greece), Feyza Corapsi (Bogazici University, Turkey)*

Person-Thing Orientation (PTO) is conceptualized as a motivational process underlying preference for interpersonal relations and mastery over objects (Little, 1974). This study investigated sex differences and predictors of PTO in Greek and Turkish cultural contexts. Among both Greek children (N=75) and Turkish university students (N = 164; 71 females), there was no evidence that Person Orientation (PO) and Thing Orientation (TO) were inversely related. Instead they were positively related, if weakly ( $r = .15$ ,  $p < .06$ ). Contrary to USA studies, neither Greek nor Turkish female students differed from their male

counterparts in TO. However, Greek and Turkish female students reported significantly higher PO than males. As in USA, male students were significantly more interested in TO occupations (e.g., electrical engineering, auto mechanic). Females were significantly more interested in PO jobs (e.g., nurse, teacher). Separate hierarchical regression analyses were conducted for each set of predictors. After age and gender were partialled, femininity predicted PO ( $b = .32$ ). None of the other personality variables predicted TO interest in the Greek or Turkish cultural contexts.

### **Promoting Diversity: People and Things, Social Influence, and the Motivation to Persist.**

*Anna Woodcock (Purdue University, USA), Mica Estrada-Hollenbeck (California State University, San Marcos, USA)*

Increasing diversity has become a high priority for many academic disciplines. Attracting and retaining talented individuals from traditionally underrepresented groups is one key to this endeavor. Little (1974) proposed that individuals vary in their levels of orientation to people (PO) and things (TO). Gender diversity is often low in disciplines that are perceived as either strongly “thing-oriented” (such the STEM disciplines) or “person-oriented” (such as the humanities and health sciences) – leading to potential gender/major incongruity. Drawing from a sample of 1,045 male and female undergraduates we explore the relations among PO, TO and socialization to academics using Kelman’s concepts of compliance, identification and internalization (Kelman, 1958, 2006), in disciplines perceived as being person or thing oriented. Empirical findings are discussed in terms of sex differences in motivation to persist and to pursue careers in PO and TO disciplines for persons in traditionally underrepresented groups.

### **In Their Own Words: Classifying Free Descriptions of Motivation.**

*Sara Branch (Purdue University, USA), Ida Ngambeki (Purdue University, USA)*

National average retention rates for engineering majors range from 30-56% (Fortenberry, Sullivan, Jordan, & Knight, 2007). Various lenses have been applied to examine students’ motivation to pursue different fields of engineering. The research reported here employs Kelman’s (1958, 2006) model of social influence as a framework to examine the self-reported free-response motives underlying students’ choices. This model delineates three modes of social influence: compliance, identification, and internalization. These modes correspond to motive bases (rule, role, and value) that individuals have towards the larger social system (Kelman, 2006). Using first year engineering students ( $N=907$ ,  $n_{female} = 138$ ) at a large Midwestern university we collected qualitative data regarding their self-reported motives for pursuing degrees in various fields of engineering. Each response was coded for rule, role, or value oriented motives. Classifications show self-descriptions of motives were systematically related to gender, discipline choice, and commitment to remaining in engineering.

## **Symposium III**

5:00pm – 6:30pm, Yerba Bueno Salon 2

### **Flow experience explained from different theoretical perspectives - towards a synthesis.**

*Co-chairs:* Kaspar Schattke (Technische Universität München, Germany),  
Stefan Engeser (Technische Universität München, Germany)

*Discussant:* Stefan Engeser (Technische Universität München, Germany)

Flow is a state of optimal experience. The flow concept is discussed from many different theoretical perspectives. This symposium will present and evaluate some of them. The first presentation will explain the compensatory model of motivation and volition and discuss differences to Csikszentmihalyi's challenge-skill approach. The second talk will provide empirical evidence for the compensatory model. It focuses on teacher's implicit power motive and their flow experience in the class room. Coming from the theory of personality systems interaction (PSI), the third talk will conceptualize flow as a motive. The presenter will demonstrate the measurement and the link to actual flow experience as well as concerning moderators and mediators. The fourth presentation will consider the similarities and differences of cognitive evaluation theory and flow theory. The fifth presentation offer a physiological mechanism underlying flow. This will finally lead to a discussion on the different theoretical perspectives.

### **Motivational determinants of flow: The compensatory model of motivation and volition.**

*Hugo M. Kehr (Technische Universität München, Germany)*

The compensatory model of motivation and volition (Kehr, 2004) adopts a motivational perspective on flow. According to the compensatory model, congruence of implicit motives, explicit motives, and perceived abilities is associated with flow. This leads to two predictions which challenge classic conceptions of flow. Firstly, implicit and explicit motives are important ingredients of flow. We expect robust main and interaction effects which go beyond the well-known ability/demand fit. Secondly, high perceived abilities surpassing task demands do not necessarily lead to boredom, or otherwise counteract flow. High, compared to low, perceived abilities only counteract flow if they prevent arousal of flow-concordant implicit motives or activate conflicting explicit motives (e.g., the reader may not like reading an easy book). In support of these propositions, I intend to present some preliminary data from a recent series of experimental and field studies on the determinants of flow.

### **Do you need a high implicit power motive to be a good teacher?**

*Anja Schiepe (Technische Universität München, Germany), Anja Stölzle (Technische Universität München, Germany), Kaspar Schattke (Technische Universität München, Germany), Hugo M. Kehr (Technische Universität München, Germany)*

According to the compensatory model of work motivation and volition (Kehr, 2004), one necessary condition to experience flow is that the task related behaviour matches one's implicit motives. Teaching is a task that should arouse the implicit power motive (McClelland, 1978), because the teacher has impact on his students. We therefore assume that teachers with a high implicit power motive experience more flow while teaching than teachers with a low implicit power motive. Furthermore they should also have a better classroom management (Emmer et al., 2002; Koulin, 1976) measured by self report and student assessment. Moreover we propose that students of teachers with a high implicit power motive experience more flow during lessons. We examined N = 30 teachers and their students in a German vocational school while teaching. The results demonstrate the impact of the implicit power motive on teaching. This finding is consistent with Kehr's (2004) compensatory model.

### **Flow: When loss of self-consciousness increases self-access.**

*Nicola Baumann (University of Trier, Germany)*

In four studies, achievement flow was assessed by a new operant-motive-test (OMT) that was stable over two years (Study 1) and valid in predicting daily flow experiences (Study 2). The relationship between flow motive and flow experience was mediated by an overt behavioral pattern of seeking and mastering difficulty (Study 3). Access to the implicit self was assumed to be the basis for high confidence in mastering challenges. Thus, although flow has been characterized by a loss of self-consciousness, access to the implicit self (i.e., implicit representations of own needs, wishes and intentions) was expected to be increased. Consistent with this hypotheses, the flow motive was associated with a significantly lower

tendency towards self-infiltration, that is, a tendency to misperceive external assignments as self-selected (Study 4). Findings are discussed within the framework of the theory of Personality Systems Interaction (PSI).

### **Flow Theory and Cognitive Evaluation Theory: Two Sides of the Same Coin?**

*Sami Abuhamdeh (The American University in Cairo, Egypt)*

Flow Theory and Cognitive Evaluation Theory have each inspired a large body of research dedicated to understanding intrinsically-motivated behavior. Yet there have been surprisingly few serious efforts to reconcile these two theories. When attempts at theoretical integration have been made, flow has typically been conceptualized as a more “proximal” or “immediate” cause of motivation, perceived competence a more “distal” or “ultimate” one. In this sense, the two theories have been characterized as addressing “two sides of the same coin”. A careful review of the body of research associated with these two theories suggests a very different picture, however. The two theories appear to have greatest explanatory power in sharply contrasting contexts. In this presentation, the nature of each context is described, and empirical support for the general proposition is presented.

### **Flow and hypofrontality.**

*Christian Reinhardt (Martin-Luther-Universität Halle-Wittenberg, Germany), Heba Saad Ali Youssef (Martin-Luther-Universität Halle-Wittenberg, Germany)*

The transient hypofrontality hypothesis of flow (Dietrich 2004) is based upon the idea that the brain has the same amounts of resources regardless of the level of physical activity. Due to this limited resources, the sustained neural activation during aerobic exercise results in the temporary inhibition of brain structures currently unessential to the activity, namely the higher cognitive centers of the prefrontal cortex. In the first experimental-condition, prefrontal-dependent abilities were tested using a Number-Memory-Test. To ensure that the measured effect is not due to a distraction of attention, in control-condition two, the students had to perform a test of prefrontal-independent abilities (Test of Reaction Time). A third control-condition was realized without any additional tasks. All in all, the results verify the transient hypofrontality hypothesis and reveal the problems of Questionnaires. As they are applied, the prefrontal cortex gets activated and the flowexperience is interrupted.

## **Symposium IV**

5:00pm – 6:30pm, Yerba Bueno Salon 3

### **Impediment influence on engagement, feeling, and goal value.**

*Co-chairs:* Anca M. Miron (University of Wisconsin Oshkosh, USA),  
Rex A. Wright (University of Alabama at Birmingham, USA)

Psychologists have long been interested in the influence of obstacles, or impediments, on engagement, feelings, and appraisals of goal value. Early on, Ach (1910) proposed that there is a relation between the difficulty of a challenge and the effort recruited to meet it. Later on, Kukla (1972) and Kahneman (1973) proposed similar effects of difficulty on motivational and attentional engagement. Affective states also seem to be responsive to obstacles to emotional goals (Brehm, 1999). Moreover, impediments can affect goal value, as people would sometimes value more outcomes that require high effort than outcomes that require low effort (Aronson & Mills, 1959; Festinger, 1957). This symposium will bring together a group of contemporary investigators whose research programs explore the function of impediments and their implications for affect, motivation, and behavior.

### **Influence of dysphoria and task difficulty on effort-related cardiovascular response.**

*Kerstin Brinkmann (University of Geneva, Switzerland), Guido H.E. Gendolla (University of Geneva, Switzerland)*

This talk will provide an overview over a series of studies that address the joint influence of depressed mood and perceived task difficulty on task engagement. Building on motivational intensity theory and on considerations about mood influences on task-related evaluations (the mood-behavior-model), we hypothesized that depressed and dysphoric individuals do not necessarily show less task engagement. Specifically, we presented dysphoric undergraduates with mental tasks of varying difficulty: do-your-best, easy standards, or moderately difficult standards. Task engagement was assessed as participants' effort-related cardiovascular reactivity. The studies revealed higher cardiovascular (especially systolic blood pressure) reactivity of dysphoric—compared to nondysphoric—participants, when working on do-your-best or easy tasks, but lower cardiovascular reactivity when working on rather difficult tasks. These results parallel findings from research on manipulated mood and perceived task-related ability. Finally, recent research suggests that the influence of dysphoria on task engagement can be moderated by the kind of task-related evaluations.

### **Diverse effects of fatigue on effort and cardiovascular responsiveness.**

*Rex A. Wright (University of Alabama at Birmingham, USA)*

Fatigue is a widely recognized impediment to performance and, thus, goal attainment. Typically, it is assumed to lead to reductions in effort and associated psychophysiological responses, including cardiovascular responses. However, a recent theory of fatigue influence suggests this will not always be the case. Although fatigue can retard effort and associated cardiovascular responses, it also can potentiate these responses or leave them unaffected. In my portion of the symposium, I will provide a sketch of the fatigue analysis and discuss evidence relevant to it, focusing on evidence from studies concerned with fatigue influence on cardiovascular response.

### **Confronting adversity and value creation: A regulatory engagement theory perspective.**

*Abigail A. Scholer (Columbia University, USA), E. Tory Higgins (Columbia University, USA)*

Dealing with adversity is common in goal pursuit. Regulatory engagement theory (Higgins, 2006; Higgins & Scholer, in press) suggests that the effects of adversity on value creation depend on how individuals resist (or not) these obstacles. If difficulty or adversity results in individuals deciding not to initiate action in the first place, giving up during pursuit, or coping with the obstacle instead of engaging with the goal task, engagement will be weakened. However, when individuals oppose obstacles or overcome internal resistance, engagement is strengthened and value is intensified. We present evidence in support of regulatory engagement theory and discuss how the distinction between the experience of the goal pursuit activity itself (which can be more negative in the face of adversity) and the intensity experience of the target's value (which can become more attractive in the presence of adversity) has significant implications for understanding how value is created.

**Intriguing effects of partner characteristics on romantic affect.**

*Anca M. Miron (University of Wisconsin Oshkosh, USA)*

Obstacles to feeling positively or negatively toward a romantic partner can influence romantic affect intensity. The hard-to-get effect (increased attraction to hard-to-get dates), the Romeo and Juliet effect (increased love in response to parental interference) and the pratfall effect (enhanced liking of a competent person who commits a blunder) are just a few examples that illustrate this point. I propose that impediments to romantic affect can reduce or mobilize romantic emotion, depending on their importance. In two studies, the intensity of positive affect toward one's romantic partner as a nonmonotonic function of the importance of a salient negative partner characteristic (anobstacle to positive affect). In a third study, anger displayed a similar pattern as a function of a salient positive partner characteristic. Anger increased with characteristic importance and was reduced when the partner quality was most important.

**On the intensity of intentions: The paradoxal role of “deterrents”.**

*Giuseppe Pantaleo (San Raffaele University of Milan, Italy)*

Three experiments document the capacity of ‘deterrents’ (Brehm, 1999) to strengthen or weaken a person's willingness to enact a certain behavior. Deterrents are represented here by reasons for not doing what one actually intends to do. As data consistently show, the intensity of the resulting intention to act obeys a cubic function – as does actual behavior – and is jointly determined by potential emotion/motivation and strength of deterrents. Similar effects have also been predicted and found for attraction to a commercial product (a skin-care cream), and subjective conviction to pursue a career choice (attending university vs. getting a job). Results are discussed in terms of intensity of emotion and intensity of motivation theories (Brehm & Self, 1989; Brehm, 1999), and can find important application in both marketing and advertising.

## Poster Schedule

<b>1:00pm-3:30pm</b>	Poster assembled ( <i>Yerba Buena Salon 4</i> )
<b>3:30pm-6:30pm</b>	Posters available for viewing ( <i>Yerba Buena Salon 4</i> )
<b>6:30pm-8:00pm</b>	Authors present for discussion and questions ( <i>Yerba Buena Salon 4</i> )
<b>8:00pm-9:00pm</b>	Dismantle posters

## Poster Abstracts

### Poster 1

#### **Perception of one's own and another's behaviors related to morality in groups of Polish students.**

*Hanna Brycz (University of Gdansk, Poland)*

The main purpose of this presentation is an attempt to overview the process of perceiving the "morality domain" among Polish students. Their perceptions of the "moral domain" was generated by free recall and judgmental processes of their own or someone else's immoral behaviors (sins) or moral ones (virtues). There were suspected that students, who assessed themselves, would evaluate their own transgression in a much positive way to somebody's else immoral behavior. Two different studies would be presented, proving the well known actor-observer asymmetry in perception of morality (Peeters, 1971, Reeder, Brewer, 1985, Skowronsky i Carlston, 1989, Wojciszke, Brycz, Borkenau, 1993). Still two kinds of experimental manipulation (1. no cognitive load, concentration on own sin and 2. cognitive load and concentration on own success in behavior called "sinful success"- like cheating during exam and not being grasped) resulted in accurate perception of own transgressions (negativity of self-judgment were the same as negativity of judgments of others), which is a new result.

### Poster 2

#### **The harmful and harmless effects of achievement motive incongruence on flow experience.**

*Julia Schüler (University of Zürich, Switzerland)*

Previous research has shown that incongruence between the implicit and explicit achievement motive impairs flow experience. We hypothesize that achievement motive incongruence only unfolds its negative effects on flow experience when individuals act in situations in which achievement incentives arouse the motive conflict between both motives. In contrast, in non-achievement situations the motive conflict is not aroused and motive incongruence is "harmless" and does not affect flow. In two experiments we manipulated achievement and non-achievement situations and measured participants' flow experience while performing an imagination task (Study 1) and during exercising (Study 2). In accordance with our hypothesis achievement motive incongruence impaired the experience of flow only in achievement, but not in non-achievement situations.

### **Poster 3**

#### **Children's feeling of autonomy with respect to school. A comparative study between France and Vietnam.**

*Thi-Thuy-Hang Bui (University of Paris X, France)*

Autonomy is often associated with a specific value of Western culture. In contrast, self-determination theory [Deci & Ryan, 2000] states that autonomy corresponds to a basic, universal psychological need. The results of our research conducted on 307 Vietnamese and 214 French children confirm the self-determination theory according to which autonomy is a basic need that pushes the individual to want to be at "the origin" of his/her actions. In the two cultural groups, children declared themselves autonomous within school. The more they perceived their teachers as understanding their feelings and supporting their prospects, the more they showed a strong feeling of autonomy and the more satisfied they were in their life in general. The similarity and the difference between French and Vietnamese autonomy are discussed in the light of self-determination research results.

### **Poster 4**

#### **Trait fatigue, difficulty, and cardiovascular response to an auditory mental arithmetic challenge.**

*Jason LaGory (University of Arkansas for the Medical Sciences, USA), Rex A. Wright (University of Alabama at Birmingham, USA), Brandon B. Dearen (University of Alabama at Birmingham, USA), Katie Tebo (University of Alabama at Birmingham, USA)*

Undergraduates were identified as having high and low levels of trait fatigue, as measured by a modified version of the Fatigue Severity Scale. Those meeting fatigue criteria were randomly offered the opportunity to win a modest monetary reward by calculating mentally the sum of increasingly difficult series of audible numbers. Four levels of difficulty were presented (easy, moderate, hard, and impossible). Analysis of cardiovascular responses measured during the task periods indicated that for individuals with low trait fatigue, blood pressure responses first rose and then fell with difficulty. Individuals with high trait fatigue evinced weak responses during the easy, moderate, and hard task periods and even weaker responses in the impossible task period. The main findings conceptually replicate and extend previous fatigue study results and can be interpreted in terms of a recent analysis of fatigue influence on effort and associated cardiovascular responses.

### **Poster 5**

#### **Context-dependent mood effects on cardiovascular reactivity under conditions of unfixed performance standards.**

*Michael Richter (University of Geneva, Switzerland)*

Gendolla and colleagues showed that mood effects on effort mobilization are context-dependent if task difficulty is fixed and clear (Gendolla, Brinkmann, & Richter, 2007, for a review). However, for tasks with unfixed performance standards, they found stable effects: Negative mood resulted in more effort than positive mood. Drawing on this finding, we investigated the moderating impact of task context on effort mobilization. Participants (N = 45) worked on an unfixed memory task in a 2 (mood valence: negative vs. positive) x 2 (task context: demand vs. reward) between-persons design. As predicted, mood impact on effort mobilization—operationalized as cardiovascular reactivity—was moderated by task context. Negative mood resulted in more effort than positive mood if participants had rated task demand before performing the task. If participants had rated task reward before performance, the pattern was reversed. This finding extends previous research by demonstrating context-dependent mood implications under conditions of unfixed task difficulty.

## **Poster 6**

### **Facial electromyography reflects perceived effort during constant-workload cycling to exhaustion.**

*Helma M. de Morree (Bangor University, Wales), Samuele M. Marcora (Bangor University, Wales)*

The aim was to establish if facial electromyography (EMG) of the corrugator supercilii, depressor supercilii, and procerus reflects perceived effort during constant-workload cycling. Fourteen volunteers performed constant-workload cycling to exhaustion. Facial EMG, heart rate and ratings of perceived exertion (RPE) all increased significantly with time on task (fatigue) ( $P < 0.005$ ) and a significant correlation was found between RPE and facial EMG ( $P < 0.001$ ). The increase in facial EMG was not a constantly progressing increment, but there was occasional bursting activity that increased in frequency and amplitude with increasing time on task (fatigue). These bursts possibly reflect the effort needed to overcome the desire to stop cycling and to motivate oneself to keep going. Facial EMG seems to reflect perceived effort during constant-workload cycling. Future studies using experimental manipulations need to establish a one-on-one relationship between facial EMG and perceived effort during physical tasks.

## **Poster 7**

### **A meta-analytic review of achievement goal measures: Different labels for the same constructs or different constructs with similar labels?**

*Chris S. Hulleman (Vanderbilt University, USA), Sheree M. Schrage (Childrens Hospital Los Angeles, USA), Shawn M. Bodmann (University of Wisconsin-Madison, USA), Judith M. Harackiewicz (University of Wisconsin-Madison, USA)*

This meta-analysis addressed the issue of whether achievement goal researchers are using different labels for the same constructs or putting the same labels on different constructs. Confusion about the definition of underlying constructs and theory-measurement misalignment (lack of construct validity) can hinder theoretical progress. We systematically examined the extent to which conceptual and methodological differences in the measurement of achievement goals moderated achievement goal inter-correlations and relationships with outcomes. This review included 243 correlational studies of self-reported achievement goals. The results indicated that the expected values of achievement goal reliabilities, inter-goal correlations, and goal-outcome correlations differed significantly depending on the goal scale chosen, the individual items used to assess goal strivings, and socio-demographic characteristics of the sample under study. For example, normative performance-approach goals were positively correlated with achievement ( $r = 0.14$ ), whereas appearance performance-approach goals were negatively correlated ( $r = -0.14$ ). Implications for future theorizing and research are discussed.

## **Poster 8**

### **Insomnia severity predicts motivational intensity in an easy memory task.**

*Ralph E. Schmidt (University of Geneva, Switzerland), Michael Richter (University of Geneva, Switzerland), Guido H.E. Gendolla (University of Geneva, Switzerland), Martial van der Linden (University of Geneva, Switzerland)*

This study tested the hypothesis that poor sleepers, when compared with good sleepers, mobilize more effort in an easy memory task.  $N = 77$  students memorized 16 letters presented on a computer screen. After the learning phase, participants were asked to write down the letters on a piece of paper (immediate recall test) and to complete questionnaires including the Insomnia Severity Index. Finally, participants were once again asked to write down the letters (surprise delayed recall test). During an 8-minute baseline and the 5-minute learning phase, 4 cardiovascular measures per minute were taken using a Vasotrac blood pressure and heart rate monitor. Regression analyses revealed that effort mobilization, as indexed by systolic blood pressure, increased with insomnia severity, while delayed memory performance decreased with insomnia severity. To our knowledge, these findings document for the first time that poor sleepers mobilize extra effort to cope with an easy memory task.

## **Poster 9**

### **Motivational co-development and the hierarchical structure of motives at interpersonal level.**

*Catalin Mamali (Loras College –Dubuque, USA)*

Motivation theories such as Self-Determination Theory (Deci & Ryan), Expectancy Theory (Eccles; Heckhausen; Vroom), or Reversal Theory (Apter) distinguish between qualitatively different motives. Other models consider that human needs have a dynamic hierarchical organization (Goldstein, Jung, Maslow, Thoreau). The question of the present model is: what happens when persons energized by motives of different quality or rank order are involved in joint actions? Using Lewin's concept of field the model assumes that the hierarchical differential between the motives of those involved in joint actions generates various motivational field patterns that belong to the motivational balance (MB) between two or more actors. MB, at dyadic level, identifies nine patterns that vary between: motivational co-regression, when both parts move from higher to lower motivational levels; motivational co-development, when the two parts move to higher motivational levels. The theoretical thresholds of motivational co-development are discussed.

## **Poster 10**

### **Getting a grip on your action: Effects of action orientation and self-regulation on inhibitory processes.**

*Marlies Pinnow (Ruhr-University Bochum, Germany), Katja Meinhardt (Ruhr-University Bochum, Germany)*

According to Kuhl's (1985) theory of action control, action-oriented individuals should be more likely to translate their intentions into action than state-oriented individuals. The present study considered the moderating role of state vs. action orientation and self-regulation on executive functions. One important executive function is the inhibition of responses. In this study we examined these processes by means of event-related potentials (ERPs) in two Go/Nogo tasks (compatible and incompatible S-R conditions). The results show for both tasks conditions that state-oriented individuals and persons high in resistance to temptation displayed shorter reaction times in Go trials and a specifically enhanced N2 in Nogo trials. Action-orientated participants and persons low in resistance to temptation displayed the opposite pattern. The findings indicate that state-oriented compared with action-oriented individuals and participants with high compared to low resistance of temptation seem to be more cognitive flexible to translate instruction into action.

## **Poster 11**

### **Motivation in user integration – affiliation, power, and achievement incentives.**

*Susanne Steiner (Technische Universität München, Germany), Stefan Engeser (Technische Universität München, Germany), Hugo M. Kehr (Technische Universität München, Germany)*

Integrating users in the process of creating innovations has been promoted as a powerful approach for companies. But why do people contribute their time and skills to the innovation process of companies, without getting adequate payment? This poster presents a new questionnaire to investigate incentives within the innovation process. The items are based on a review of the literature of motivation in open innovation (e.g. Hars & Ou, 2002; Hertel, Niedner & Herrmann, 2003; Lakhani & Wolf, 2005) and, referring to the "big three" motives (McClelland, 1985), items inquiring about power, achievement, and affiliation incentives were added. They measure incentives for explicit motives. We present data on the factor structure and reliability of the questionnaire. Moreover first results of a validation study on users participating in innovation workshops are presented.

## **Poster 12**

### **The joint impact of mood and hedonic incentive on effort mobilization.**

*Guido H.E. Gendolla (University of Geneva, Switzerland), Nicolas Silvestrini (University of Geneva, Switzerland)*

This experiment investigated the impact of mood (negative vs. positive) and hedonic incentives (pleasant vs. unpleasant) on cardiovascular response during task performance. Cardiovascular and facial EMG reactivity of 40 participants were assessed during a baseline period, mood inductions, and a moderately easy attention task with either pleasant or unpleasant consequences of success. Due to the informational mood impact on experienced task demand and the effort justifying effect of hedonically positive incentive, we expected stronger performance-related cardiovascular response in the negative-mood/positive-incentive condition than in the other three cells. Effects on cardiac pre-ejection period and systolic blood pressure were as expected and facial EMG reactivity indicated efficient mood manipulations. In summary, the findings further support the predictions of the mood-behavior-model (Gendolla, 2000).

## **Poster 13**

### **Cross-cultural validation of inventory of school motivation.**

*Lihua Xu (Oklahoma State University, USA)*

This study was concerned with the construct validation of the Inventory of School Motivation (ISM), an instrument based on a theory of personal investment, and the possible use of derived, ISM factor scales as predictors of student motivation to continue with schooling. In specific, the Motivation Orientation scales of ISM were validated among the Chinese students (N=420) in China. Confirmatory Factor Analysis (CFA) using LISREL was conducted to evaluate whether the scales could be used in the Chinese culture. Indices such as Chi-square goodness of fit (4193.36) with  $df=751$  and  $p=0.0$ , NNFI (0.82), RMSEA (0.10), CFI (0.83), SRMR (0.094) etc. were utilized to assess the fit. Those indices indicated that the eight-factor structure of motivation orientation fit adequately to the Chinese data. Measurement equivalency of the ISM between the American and Chinese samples using multi-group CFA is suggested for future research.

## **Poster 14**

### **The motivating power of visions: Psychoendocrinological evidence.**

*Maika Rawolle (Technische Universität München, Germany), Alexandra Mader (Technische Universität München, Germany), Oliver C. Schultheiss (Friedrich-Alexander University Erlangen, Germany), Hugo M. Kehr (Technische Universität München, Germany)*

Visions are idealised mental images of the future. As a core component of charismatic and transformational leadership, visions are expected to promote motivation. However, the motivational processes and effects triggered by visions have not yet been empirically explored. To fill this gap, we conducted a study testing the assumption that visions are effective by arousing implicit motives. Motive arousal was assessed by changes in motive imagery (measured via picture story exercise) and salivary testosterone. Testosterone is associated with assertive behavior and power motive arousal. Participants were randomly assigned to three experimental conditions: communal, agentic, and neutral vision. As predicted, in the communal condition, increases in affiliative imagery were higher than in the other conditions. In the agentic condition, increases in agentic imagery were higher than in the other conditions, notably for predominantly agency-motivated participants. In the agentic condition only, increases in power imagery were associated with increases in salivary testosterone.

## **Poster 15**

### **Motivation of behavior regulation, physical and mental health on weight loss maintenance.**

*Sónia Mestre (University of Oporto, Portugal), José Pais Ribeiro (University of Oporto, Portugal)*

Motivating patients to engage and maintain a healthy behavior is very important in predicting treatment outcome. In the framework of self-determination theory, we examined how perceived competence and different forms of motivation was related to physical and mental functions. Forty-five obese adults were assessed at baseline, post-treatment (3 months), and follow-up (6 months). Results supported the self-determination model for a positive association between autonomous and competence motivations and the continuum among autonomous and controlled motivation. Moreover, physical and mental function was highly correlated with perceived competence. Nevertheless controlled motivation predicted better mental health. This study leads to the conclusion of the importance of self-determined motives, in obesity interventions, to follow a treatment regimen.

## **Poster 16**

### **What leads to flow experience in indoor wall climbers?**

*Kaspar Schattke (Technische Universität München, Germany), Franziska Lindlacher (Technische Universität München, Germany), Anja Schiepe (Technische Universität München, Germany), Hugo M. Kehr (Technische Universität München, Germany)*

Kehr (2004) states that flow experience results when (1) activity related behaviour matches one's implicit motives, (2) no competing explicit motives are aroused, and (3) subjective abilities are sufficient. We hypothesized that indoor climbers with a high implicit achievement motive should experience more flow climbing a challenging but manageable route than climbing an easy route. The challenge should arouse the implicit motive. We assessed the implicit and explicit achievement motive of N = 30 indoor wall climbers. We also examined their flow experience while climbing an easy and a challenging route. Results show that the wall climbers experience more flow on a challenging route than on an easy route. Climbers with a high implicit and explicit achievement motive experience the most flow, but only on a challenging route. The findings support the motive-based approach of flow experience. Interestingly, the results show a strong but unexpected effect for the explicit motive.

## **Poster 17**

### **Effects of subconsciously primed affects on effort-related cardiovascular reactivity.**

*Nicolas Silvestrini (University of Geneva, Switzerland), Guido H.E. Gendolla (University of Geneva, Switzerland)*

Studies in the context of the mood-behavior-model (Gendolla, 2000) have provided ample evidence that mood states systematically influence resource mobilization assessed as cardiovascular reactivity (see Gendolla, Brinkmann, & Richter, 2007 for a review). The present study (N=45) investigated whether subconsciously primed affect had a similar influence on resource mobilization. After a baseline period, participants were subliminally exposed to low resolution happy, sad, or angry faces during an easy attention task. Results indicated that exposure to sad faces is associated with stronger cardiovascular reactivity than exposure to happy or angry faces. Findings for happy and sad faces are consistent with the predictions of the mood-behavior-model for positive and negative moods, respectively, and extend these predictions to the level of the so-called "unconscious affect".

## **Poster 18**

### **Flow experience in open innovation.**

*Anja Schiepe (Technische Universität München, Germany), Kaspar Schattke (Technische Universität München, Germany), Jörg Seeliger (Technische Universität München, Germany), Hugo M. Kehr (Technische Universität München, Germany)*

Open Innovation means to identify, develop, spread and exploit radical innovations in excess of the classical research and development departments. We developed a social software platform in a way that it should arouse the "big three" motives - achievement, power and affiliation. That means working with the platform will be perceived as an incentive. When the platform arouses the implicit motives, no competing explicit motives are activated and the subjective abilities are sufficient, flow results (Kehr, 2004). We examined N = 78 computer science students while working with the platform. The interaction between the aroused implicit and explicit motives as well as the subjective abilities predict flow. Furthermore students with a high congruence between implicit and explicit motives experience more flow while working with the platform than students with a low congruence.

## **Poster 19**

### **Effects of transformational leadership on teacher's work motivation and mental health.**

*Geneviève Taylor (McGill University, Canada), Nathalie Houffort (Ecole Nationale d'Administration Publique, Canada), Richard Koestner (McGill University, Canada)*

Studies have demonstrated that transformational leadership, in contrast to transactional leadership, leads to higher levels of organizational commitment, work satisfaction, and performance (Avolio, Zhu, & Bathia, 2004). Other research on self-determination theory shows that autonomy-supportive leadership (which is similar to transformational leadership) is an important predictor of subordinate motivation. The present study examined the relations of transformational leadership to self-determined work motivation and employee mental health. A sample of N = 465 teachers from various schools were surveyed. Results reveal that self-determined work motivation significantly mediated the relation of transformational leadership to employee mental health outcomes. Moreover, when different motivation types were analyzed separately, results show that transformational leadership is positively related to self-determined motivation. On the other hand, transactional leadership was positively associated with controlled motivation. This study highlights the differential impact of transformational and transactional leadership styles on employee motivation and well-being.

## **Poster 20**

### **The mere thought of failure and success biases attentional processing.**

*Amanda L. Hyde (The Pennsylvania State University, USA), David E. Conroy (The Pennsylvania State University, USA)*

Attentional biases have been linked with emotion but little is known about the role of motivation in these biases, particularly as they relate to competence-based thoughts. Two studies were conducted to assess the effects of competence-themed stimuli and individual differences in approach-avoidance motivation on perception and evaluation during timed tasks. In study 1, participants (N = 40) were more accurate in detecting failure ( $\beta = .66$ ), success ( $\beta = .84$ ), pleasant-calming ( $\beta = .66$ ), and unpleasant-arousing ( $\beta = .36$ ) stimuli than neutral stimuli. Fear of failure reduced overall accuracy ( $\beta = -.69$ ), and accuracy for success-themed stimuli ( $\beta = -.48$ ). In study 2, response latencies during a lexical decision task were faster for success ( $\beta = -75.91$ ), failure ( $\beta = -71.22$ ), and neutral ( $\beta = -49.73$ ) words than non-words. These studies revealed that competence-based stimuli evoke prioritized perception and evaluations, and that FF interferes with perceptual but not evaluative processing.

## **Poster 21**

### **Mindfulness enhancement interventions in a general college population.**

*Kelly J. Copeland (Missouri State University, USA), Chantal Levesque-Bristol (Missouri State University, USA)*

With increased job responsibilities, stress levels, and available environmental stimuli, many Westerners have stopped paying attention to details and present-moment experiences. Mindfulness refers to enhanced attention to and awareness of the present. Research on mindfulness has generally assessed clinical or healthy-but-stressed populations. The present study used a repeated measures design with a college sample (N=120) to learn whether basic mindfulness enhancement interventions such as simple breathing exercises could successfully increase day-to-day mindfulness in a generally healthy population. We collected self-reported data for one month from participants in control and experimental conditions. Using general linear models for repeated measures, UniANOVAs, and independent samples t-tests we show that participants in the experimental condition increased significantly in day-to-day mindfulness and self-esteem and significantly decreased in depression when compared to the control condition. This suggests that simple mindfulness tasks can successfully foster greater attention to the present and increase personal well-being for healthy individuals.

## **Poster 22**

### **Need satisfaction and goal setting in important life domains.**

*Marina Milyavskaya (McGill University, Canada), Sook Ning Chua (McGill University, Canada), Sandra Olarte-Hayes (McGill University, Canada), Cassandra Rodgers (McGill University, Canada), Katherine Gittins (McGill University, Canada), Richard Koestner (McGill University, Canada)*

Self determination theory focuses on the importance of basic psychological need satisfaction in life domains for positive outcomes in that domain. This study investigates how need satisfaction in the academic, health, and leisure domains predicts the type of goals that young adults set in these domains. Previous research has shown strong relations between pursuing goals for autonomous reasons and both goal progress and well-being. In line with Sheldon and Hauser-Marko's (2002) upward spiral hypothesis, we expected that participants who reported high need satisfaction in important life domains would set more autonomous goals in those domains and achieve greater goal progress.. This prediction was confirmed in a study of 210 undergraduate students whose need satisfaction and goal progress were followed prospectively over a semester.

## **Poster 23**

### **The retention dilemma: Effectively reaching the first-year university student.**

*Timothy S. Freeman (Missouri State University, USA), Kelly J. Copeland (Missouri State University, USA), Katherine E. Jett (Missouri State University, USA), Chantal Levesque-Bristol (Missouri State University, USA)*

Low first-year student retention rates prompt many universities to assess factors associated with student success. Based on Self-Determination Theory principles, we hypothesized that student success is fostered in positive learning environments which strive to meet the basic psychological needs of students, nurture self-determined forms of motivation, and cultivate learning outcomes such as knowledge transfer, meta-cognition, and engagement. By surveying the needs, interests, and goals of 390 first-year students at Missouri State University, we proposed and tested a conceptual model using group differences and structural equation modeling. Results from the model supported our hypothesis that certain antecedents (e.g. students' expectations) and motivational processes (e.g. perceptions of the learning climate) influence learning outcomes. Mediating effects suggested that within autonomy supportive environments, students' perceived competence will lead to self-determined forms of motivation. Universities are encouraged to create positive, autonomy supportive learning environments to increase student success and thereby improve first-year student retention rates.

## **Poster 24**

### **Antecedents and consequences of self-determined vs. controlled behavioral regulation in the contexts of paid work and volunteering.**

*Stefan T. Guentert (ETH Zurich, Switzerland)*

From a self-determination theory perspective, we approached organizational behavior in both paid work and volunteering. We developed a behavioral regulation scale for paid work, similar to the volunteer motivation scale by Millette and Gagné (2008). Additionally, inspired by the distinction between general and organization-specific role identities (GRI/OSRI), we differentiated between a) the motivation to work as an employee/volunteer in general, and b) the motivation behind organization-specific behaviors. Work design (autonomy, job feedback, etc.) and autonomy-supportive leadership were examined as antecedents; outcomes were GRI/OSRI, satisfaction, OCB, and intent to remain. Data were obtained from 122 people both volunteering for non-profit organizations and working as paid employees for different organizations. In both contexts, the differentiation between general and organization-specific behavioral regulation proved successful (CFA; differential correlations to GRI/OSRI). SEM analysis showed that the impact of work design/leadership on outcomes was mediated by behavioral regulation - with the effect being weaker for volunteering.

## **Poster 25**

### **The Power Motive Scale 4 Stages: A new power motive questionnaire according McClelland's 4-stage-theory of power motivation.**

*Martin Krippel (University of Göttingen, Germany)*

Till now no power motive questionnaire for McClelland's 4-stage-theory of power motivation (McClelland, 1975) existed. The goal of this study was to close this gap and to test the validity of the 4-stage-theory. The four stages are Intake (I), autonomy (II), dominance/assertion (III), generativity (IV). For every stage items for hope for power (H) and fear of weakness (F) were developed. 413 mainly psychology students, but also from other programs, filled in the questionnaire. Data were analysed by an exploratory factor analyses with Promax-Rotation. It revealed 10 factors: Global fear of weakness factor, hope for power stage III (H III, dominance), hope for power stage I (H I), relationship to authorities (H I, H IV), behavior control (autonomy; H II, F II), fear not to be able to serve the community. (F IV), self-determination (H II), hope for power Stage IV (H IV), fear of injustice (F IV), independence (H II, autonomy).

## **Poster 26**

### **The effect of self-leadership on the organizational effectiveness: Through making RSLQ (Revised Self-Leadership Questionnaire) appropriate for Korea.**

*Jung-Yeon Kim (Sungkyunkwan University, Korea), Min-Kyung Lee (Sungkyunkwan University, Korea), Yong-Won Suh (Sungkyunkwan University, Korea)*

This paper purports to examine the influence of self-leadership on organizational effectiveness. Self-leadership is a strategy of self-motivation and it is required under many dynamic and complicated organizational circumstances. If the study that self-leadership increases organizational effectiveness is applied to Korea, Korean corporations will effectively and systematically use the program that can improve their employees' self-leadership. At present, several tools of measuring self-leadership have been developed. However, Korea has no proper measuring tool for self-leadership. This paper will adapt RSLQ of Houghton and Neck (2002) in Korean, make it appropriate for Korea, and examine the influence of self-leadership on organizational effectiveness, targeting for the salesman who are required to have self-leadership relatively a lot. That is to say, salesman's self-leadership will be high correlation with job satisfaction, commitment, and low correlation with job burnout, turnover intentions.

### **Poster 27**

#### **Implicit and explicit goal promotion at university: The performance-approach paradox.**

*Benoît Dompnier (University of Lausanne, Switzerland), Céline Darnon (Blaise Pascal University, France), Florian Delmas (Pirre Mendès France University, France), Fabrizio Butera (University of Lausanne, Switzerland)*

Although performance-approach goals are considered “bad” goals by many researchers and teachers, the selective functioning of universities requires achieving more than one’s counterparts by pursuing performance-approach goals. The present research examines the perceived social value of performance-approach goals at university. Psychology students were asked to judge a target who strongly/weakly endorsed performance-approach goals from their own perspective and that of their teachers. The results indicated that targets who strongly endorsed performance-approach goals were less appreciated (social desirability) than those who weakly endorsed them, especially when participants answered from their own point of view. However, the former were perceived as having a higher probability of success at university (social utility) than the latter, especially when participants answered according to their teachers’ points of view. Results will be discussed in term of explicit and implicit goal promotion at university.

### **Poster 28**

Poster 28 has been withdrawn.

### **Poster 29**

#### **Motivational “spill-over” during weight control: Increased self-determination, treatment and exercise intrinsic motivation predict eating self-regulation.**

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Successful weight management relies on eating and exercise. However, little is known about their interaction on a motivational and behavioral level. We examined whether change in domain-specific motivation (staying in treatment, exercise) can transfer to other areas (eating) during a lifestyle weight control program and whether general, treatment, and exercise motivation underlie the relation between increased exercise and improved eating regulation (e.g. increased restraint, reduced external eating). Overweight/obese women participated in a one-year randomized controlled trial (N=239). The intervention focused on promoting physical activity and internal motivation for exercise and weight loss, following Self-Determination Theory. The control group received general health education. General self-determination and more autonomous treatment and exercise motivation predicted eating self-regulation over 12 months. General, treatment, and exercise self-determination fully mediated the relation between exercise and eating self-regulation. In conclusion, increased self-determination and an internal treatment and exercise motivation facilitate improvements in markers of successful eating self-regulation.

### **Poster 30**

#### **Self-determination versus task performance: Competing explanations for the impact of grading on intrinsic motivation.**

*Caroline Pulfrey (University of Lausanne, Switzerland, Les Roches Gruyère University of Applied Sciences, Switzerland), Fabrizio Butera (University of Lausanne, Switzerland)*

The use of rewards to motivate constitutes a “decades-old war” (Ryan & Deci, 2006, p. 1559). Within the domain of classroom grading, despite agreement that grades undermine motivation via loss of perceived autonomy, disagreement exists as to whether high grades counter this by providing ego-enhancing feedback. Two classroom-based, task-level studies assess the relative power of the grade received and perceptions of task autonomy to explain differences in subsequent motivation. Results show that, whilst the grade received explains higher levels of post-task enjoyment and interest in a condition where grades earned are higher compared with one that engenders lower grades, it fails to mediate ongoing motivation. Perceived autonomy, however, not only explains the higher levels of post-task enjoyment experienced in a non-graded condition compared with a graded condition, but also mediates ongoing motivation. The potential of these findings to reconcile conflicting opinions within the rewards-self-determination controversy is discussed.

### **Poster 31**

#### **Motive incongruence as hidden stressor: Relationships to work and health related issues.**

*Veronika Brandstätter (University of Zurich, Switzerland), Veronika Job (University of Zurich, Switzerland), Daniela Oertig (University of Zurich, Switzerland)*

Research has demonstrated that discrepancies between implicit and explicit motives, as well as implicit/explicit motives and personal goals are common phenomena, with negative consequences for well-being (e.g., Brunstein et al., 1998; Job et al., in press; Kehr, 2004). We extended the existing to work and health related issues (i.e., burnout, eating behavior). Study 1 (N = 243), a correlational field study, showed that motive-discrepancy was negatively related to burnout. Study 2 (N = 53), a quasi experimental study in the lab, showed that the interaction between the implicit achievement motive disposition and actual achievement motivation regarding an achievement task significantly predicts the number of unhealthy snacks consumed. In cross-sectional Study 3 (N = 100), overall motive-discrepancy was significantly related to unhealthy eating behavior. The results contribute to the theoretical conception of motive-discrepancy as a hidden stressor. As such motive-discrepancy is a relevant topic for applied contexts as well.

### **Poster 32**

#### **Motivation alters perceptions of the environment: Fostering harder-working, happier, and better adjusted employees and students.**

*Melissa D. Pattie (Missouri State University, USA), Chantal Levesque-Bristol (Missouri State University, USA), Laura D. Nichols (Missouri State University, USA)*

The present study shows that employed students high in self-determination experience more positive work and school outcomes, than those with lower levels of self-determination. Students with higher levels of Self Determination reported significantly higher levels of work-school congruence and facilitation, job satisfaction, school satisfaction, effort, and tolerance for ambiguity. Using “self-determination index” scores, participants were divided into “high” (N = 195) and “low” (N = 173) self-determined groups. Work characteristics analysis revealed no significant differences between the groups, indicating that although participants experienced similar work conditions, they experienced significantly different outcomes. These results could be useful for employers and educators. By fostering higher levels of self-determination, schools and organizations can bolster effort and satisfaction, and possibly thereby organizational commitment and other important organizational and educational outcomes. These findings may be especially helpful given the current economic downfall, rising costs of higher education, and the growing number of employed students.

### **Poster 33**

#### **Impact of teaching techniques and student self-determination.**

*Adena Young (Missouri State University, USA), Jessica Wooldridge (Missouri State University, USA), Tess Hagg (Missouri State University, USA), Diamond Jones (Missouri State University, USA), Nicole Howland (Missouri State University, USA), Chantal Levesque (Missouri State University, USA), Carol S. Shoptaugh (Missouri State University, USA), Michele A. Williams (Missouri State University, USA), Timothy A. Bender (Missouri State University, USA)*

This study examines the impact of teaching technique and student motivation based on two blended (N=327) and two traditional (N=323) classes. All students were given traditional lecture instruction, but blended sections provided additional autonomy support (i.e., exchanging class time to complete interactive assignments online). Based on self-determination theory, results revealed students in the blended courses perceived the learning climate as being significantly more autonomy supportive than students in the traditional courses. Students in blended courses reported greater engagement and were more likely to use electronic mediums to complete assignments than students in the traditional courses. Students reported working harder than expected and were more likely to have serious conversations with diverse students. Also, students were less likely to come to class without completing their assignments in the blended sections. Overall, the self-determination model of education was supported. Increased autonomy was associated with greater need satisfaction and self-determination in the sample.

### **Poster 34**

#### **Increasing motivation by priming a growth mindset.**

*Sara Etchison (McGill University, USA), Mark W. Baldwin (McGill University, USA)*

Research on self-theories of intelligence has shown that children learn to treat intelligence as a fixed or expandable capacity based on feedback from parents and teachers (see Dweck & Molden, 2005 for review). We theorized that most people have received both types of feedback from different individuals – and thus, will have developed interpersonal schemas for both views. We tested this hypothesis by having participants visualize a person from whom they had received incremental or entity-based feedback and then assessing their performance and motivation on an anagram task. Results demonstrated that participants primed with people who provided incremental feedback (compared to those primed with entity feedback providers) reported having greater motivation and enjoyment of the anagram task and attempted more anagrams. They also endorsed more incremental beliefs. These data support an interpersonal schema-based account of theories of intelligence and demonstrate how priming incremental theories can increase motivation.

### **Poster 35**

#### **Reminders of evil: Outcomes to exposure to 'good' and 'bad' iconic figures.**

*Yasemin Arikan (University of Rochester, USA), Zuri Kim (University of Rochester, USA), Netta Weinstein (University of Rochester, USA)*

People often believe that comparing moral behaviors with those of iconic role models is an effective method for motivating and shaping behavior. The present study examines the effects of exposure to moral (and immoral) icons on regulation and well-being. To this end, 94 participants were subliminally primed with images of Hitler, Gandhi, and a neutral male. After priming, we assessed experiences of self-pressure and relatedness as well as indicators of vitality and affect. Results demonstrated that, compared to those primed with Gandhi (positive moral icon) or a neutral target, subjects exposed to the negative icon (Hitler) reported higher self-pressure, lower perceptions of relatedness, and less vitality and positive affect. Higher self-pressure and lower relatedness elicited by exposure to the negative moral icon mediated its effects on well-being. The authors discuss implications of these findings for leadership and practical concerns including parenting and teacher-student relations.

### **Poster 36**

#### **Free will or free won't?: Automatic and controlled components of approach and avoidance motivation.**

*Elliot Berkman (University of California, USA), Matthew Lieberman (University of California, USA)*

Gray's (1970) Reinforcement Sensitivity Theory was based on animal models of dispositional sensitivity to rewards and punishments, and subsequently has been extended to humans. However, humans are different from lower-order animals because we can intentionally override prepotent responses to rewards and punishments in service of goals. For example, hungry rats will approach food because it is rewarding, but hungry humans may not approach food if they are dieting. It is unclear how Reinforcement Sensitivity Theory applies in cases when there is conflict between more automatic responses (following lower-order animals) and more controlled responses (following higher-order goal pursuit) to hedonic stimuli. The present research explores this aspect of the theory by providing participants with a higher-order goal that does (or does not) conflict with automatic responses under conditions of high or low cognitive load. Results suggest that approach behaviors, but not avoidance/inhibition behaviors, are unaffected by the availability of cognitive resources.

### **Poster 37**

#### **What is mindfulness? Qualitative assessment of real life examples.**

*Estelle Campenni (Marywood University, USA), Jacquelyn Preate (Marywood University, USA)*

The elusive nature of mindfulness makes development of a precise operational definition difficult. The fundamental purpose was to examine if individuals are aware of what constitutes mindfulness by assessing when they believe they experience mindfulness and what behaviors they elicit when experiencing this state of consciousness. Participants were presented with a brief definition of mindfulness and asked to describe three situations when they behaved in a mindful way. In short, the definition stated that "Being mindful includes being fully aware of and attentive to their environment. It is accepting, in a non-judgmental way, situations that one may encounter." Qualitative analysis of results indicates that the descriptions provided by participants of the current study further validate the many working definitions developed by mindfulness researchers. Specifically, novelty (e.g., reactions to novel/difficult situations) and motivation (e.g., job responsibilities and recreation) emerged as salient factors descriptive of mindful experiences.

### **Poster 38**

#### **The influence of epistemic profiles and achievement motivation on problem-solving in math and English undergraduates.**

*Lori R. Cohen (McGill University, USA), Krista Muis (McGill University, USA)*

This study examined the relationship between epistemological profiles (rational, and metaphorical) and achievement motivation (mastery and performance-avoidance) and their combined effect on problem-solving in mathematics and English majors. Ten mathematics and ten English undergraduate students completed questionnaires that measured their epistemic profiles and achievement orientations, and were then given mathematics and English problems (a poem, followed by questions) to solve. Participants were asked to "think aloud" as they worked on their answers. Using Muis's (2008) protocol, we examined five students with different epistemological profiles/achievement orientation combinations to assess how their profiles and achievement orientations interacted to influence their approaches to solving the problems. These case studies demonstrate a wide variation in success at solving the problems, which can be directly related to their epistemic profiles and achievement orientations.

### **Poster 39**

#### **Reading Engagement at Fourth Grade: A Multidimensional Construct with Compensatory Potential.**

*Martin Goy (Dortmund University of Technology, Germany), Wilfried Bos (Dortmund University of Technology, Germany), Rolf Strietholt (Dortmund University of Technology, Germany)*

Reading engagement (RE) is comprised of many variables including reading motivation, reading behavior, and reading self-efficacy (Guthrie & Wigfield, 2000). RE is relevant for reading research as it is highly correlated with reading achievement. Further, results from the assessments NAEP and PISA reveal a “compensatory effect” of RE: engaged readers from low SES families achieve higher reading scores than less engaged readers from high SES families. In order to test whether this holds true for the students assessed in PIRLS 2006, we conducted a number of analyses. Using confirmatory nested factor modeling (Gustafsson & Balke, 1993) we reveal that a model with one general factor alongside orthogonal, specific factors has a better fit than a simple general factor model (as used in PISA). Analyses applying this model reveal the same “compensatory effect” found in NAEP and PISA. This effect, however, only shows if all subdomains of reading engagement are considered.

### **Poster 40**

#### **Task goal orientation as a predictor of academic achievement.**

*Randie C. Chance (California State University, San Marcos, USA), P. Wesley Schultz (California State University, San Marcos, USA)*

Previous research has shown that persistent study strategies can be significantly predicted through goal orientations (Covington, 2000; Ames, 1992; Dweck & Leggett 1988), but how does this translate to actual behavior? A subsample of participants from of an ongoing NIH-funded, longitudinal panel (N= 762) was used to investigate whether goal orientations would predict behavioral engagement in the sciences. Panel members responded to the Academic Goal Orientation Scale (Midgley, Kaplan, Middleton, & Maehr, 1998), as well as eight items targeted at behaviors of students pursuing scientific careers, such as taking the GRE, applying to graduate programs, and involvement in research. A hierarchical multiple regression was used to examine the ability of goal orientation to predict behavioral engagement. Results showed significant effects for task and ability-approach goal orientations, but not ability-avoid goal orientation. Additional analyses are presented regarding the relationships between study strategies and behavioral persistence.

### **Poster 41**

#### **The role of goals, past behavior, and ambulatory measurement in exercise behavior change.**

*Erin P. Hennes (New York University, USA), Christopher Schenk (Columbia University, USA), Kenzie Snyder (Columbia University, USA), Jolanta Gorecka (Columbia University, USA), Gertraud Stadler (Columbia University, USA), Patrick E. Shrout (New York University, USA), Sean P. Lane (New York University, USA)*

Goals and past behavior have been widely studied in attempting to understand exercise behavior change. However, few experiments have investigated their relationship with ambulatory measurement. In the current research, 65 healthy undergraduates were randomly assigned to one of four conditions in a 2 (goal/no goal) x 2 (accelerometer/no accelerometer) diary study of self-reported exercise. Past exercise was strongly predictive of post-intervention exercise; but consistent with recent reviews, we found limited support for an additional benefit of minimal, self-set goals (e.g., Shilts, Horowitz, & Townsend, 2004). Interestingly, wearing an accelerometer moderated the effect of past exercise on post-intervention reports. The more participants exercised at baseline, the higher the likelihood of daily post-intervention exercise. This effect was amplified for participants assigned to wear an accelerometer. The possible implications of ambulatory measurement for motivation and behavior change, which have been largely overlooked in the literature, are discussed.

## **Poster 42**

### **Mental-Contrasting Effects on health behavior.**

*Henrik Singmann (University of Hamburg, Germany), Andreas Kappes (University of Hamburg, Germany), Gabriele Oettingen (New York University, USA; University of Hamburg, Germany)*

We examined whether the self-regulatory strategy of mentally contrasting a desired future with the impeding reality (i.e., mental contrasting; overview by Oettingen & Kappes, 2008) leads people to show expectancy-dependent behavior in the health domain. First, we told participants that using stairs is an effective means for staying fit. Then, we recorded their expectations for staying fit and induced mental contrasting versus control conditions. Finally we asked participants to complete the last part of the experiment in a room four floors down. As dependent variable, we recorded whether participants took the stairs or the elevator. The results supported our hypotheses: Participants in the mental contrasting condition used the stairs according to their level of expectations for staying fit, whereas participants in the control conditions did not. We conclude that mental contrasting is an effective self-regulatory strategy that helps overcoming the intention-behavior gap.

## **Poster 43**

### **Actor and partner effects linking achievement motivation and interpersonal behavior for zero-acquaintance dyads.**

*David E. Conroy (The Pennsylvania State University, USA), Aaron L. Pincus (The Pennsylvania State University, USA)*

This study examined relations between achievement motivation and interpersonal behavior during a dyadic puzzle-solving activity. College students (N = 600) rated motivational dispositions and task-specific expectancies and values prior to working together in zero-acquaintance dyads and subsequently rating their partner's behavior. Actor-partner interdependence models were estimated and results indicated that the need for achievement was associated with viewing others as being more hostile and being perceived by others as more dominant. Neither actor nor partner effects emerged for fear of failure. Expectancies of success were associated with viewing others as being less agentic but being perceived by others as more agentic. Competence valuation was associated with viewing others as being friendlier and being perceived by others as more submissive. These effects did not vary as a function of the absolute or relative status of participants. We concluded that achievement motivation is intertwined with behavior and person perception during competence strivings.

## **Poster 44**

### **Introducing perceived value of work and comparing to self-efficacy.**

*Jihyun Lee (Sungkyunkwan University, Korea), Yongwon Suh (Sungkyunkwan University, Korea), Dong-Keun Oh (Sungkyunkwan University, Korea)*

Self-efficacy is one of referent thoughts which is activated in the self-regulation system. In Korean Organizational field, Self-efficacy has been very important concept to develop employee's motivation to work. But there are needs to discover more constructs which can explain why efficient employees lost their motivation to retain their jobs. PVW (Perceived Value of Work will be referred to PVW) is a kind of mental state experienced from Organization which influence employee's further behaviors (Dong-keun Oh, 2004). From this article, PVW will be introduced as another referent thought to influence employee's motivation and performance compared to self-efficacy. This article applied PVW to the academic field. 58 samples were collected from undergraduate and graduate. The word of Work was substituted by Learning. Perceived Value of Learning (PVL) were validated and compared to factors of PVW. And t-test was also used to show how they have different constructs.

## **Poster 45**

### **When autonomy depends on competence.**

*Rémi Radel (Université Joseph Fourier, France), Philippe Sarrazin (Université Joseph Fourier, France), Luc Pelletier (University of Ottawa, Canada)*

Autonomy is categorized by the self-determination theory as a basic psychological need, essential for individuals' well-being. Nevertheless, little is known about the regulation of this need. While some findings suggest that the experiences of autonomy deprivation lead to the disaffection of this need, some others oppositely suggest that they would rather result in a restoration process. Two experiments investigated which of these suggestions is correct. We found in both experiments that facing to an autonomy threat led to a greater accessibility for autonomy related stimuli indicating cognitive predispositions to restore the need for autonomy. Nevertheless, experiment 1 indicated that the behavioral strategies to restore autonomy were conditional to the level of perceived competence. Experiment 2 replicated this effect showing that an autonomy threat resulted in attempts to restore autonomy only when the participants felt competent in the activity. We discuss how this finding can be integrated into the self-determination theory.

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