



5th Annual Meeting of the Society for the Study of Motivation (SSM)

The 5th Annual Meeting of the Society for the Study of Motivation (SSM) will take place May 24, 2012, in the Sheraton Chicago Hotel & Towers, Chicago, IL. It will be held in affiliation with the 24th Annual Convention of the Association for Psychological Science (APS). The program includes an invited presentation by John T. Cacioppo, six symposia, a poster session, and the Annual SSM Members (Business) Meeting.

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Program Committee and Presenters

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John T. Cacioppo (University of Chicago, USA)

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Poster Presenters:

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Eric D. Wesselmann (Purdue University, USA)

Schedule

8:15am – 8:30am

Sheraton Ballroom II

Opening Remarks

SSM Program Committee Co-Chair, Stephen L. Crites (University of Texas, El Paso)

8:30am – 10am

Sheraton Ballroom II

Symposium I - *New frontiers in understanding the effects of exclusion, ostracism and isolation.*

Sheraton Ballroom III

Symposium II - *Interactions of motivation and emotion: How emotions and affect impact and reflect motivation.*

10am – 10:30am

Break

10:30am - 12pm

Sheraton Ballroom II

Invited Symposium – *Current perspectives on ego depletion and self-regulation.*

Sheraton Ballroom III

Symposium III - *Motivation as a basic personality process.*

12pm – 2pm

Lunch

2pm – 2:30pm

Sheraton Ballroom II

SSM Members Meeting (Annual Business Meeting)

2:30pm – 3:20pm

Sheraton Ballroom II

Presidential Address – *Looking for $B = f(P, E)$: The exception still forms the rule.*

SSM President Richard M. Sorrentino (University of Western Ontario)

3:30pm – 4:30pm

Sheraton Ballroom II

Invited Address – *Social Isolation.*

John T. Cacioppo (University of Chicago)

Introduction by Stephen L. Crites (University of Texas, El Paso)

4:30pm – 5pm

Break

5pm – 6:30pm

Sheraton Ballroom II
Symposium IV - How cognitive is cognitive control? Motivational foundations of executive functions.

Sheraton Ballroom III
Symposium V - The self in self-regulation: How self and identity actively mediate motivation.

6:30pm - 8pm

Sheraton Ballroom V
Evening Reception – Poster Discussion Period

Invited Address

3:30pm – 4:30pm, Sheraton Ballroom II

Social Isolation.

John T. Cacioppo (University of Chicago)

Social isolation, a dangerous condition for a member of a species, produces changes in the motivation for self-preservation. Humans are such a meaning making species that perceived isolation is more important than objective isolation, with perceived isolation producing changes in human cognition and behavior that also appear to derive from changes in the motivation for self-preservation.

Symposia

Invited Symposium

10:30am – 12pm, Sheraton Ballroom II

Current perspectives on ego depletion and self-regulation.

Co-chairs: Roy F. Baumeister (Florida State University) & Daniel C. Molden (Northwestern University)

Presentation 1 – *New directions in self-regulation research.*

Roy F. Baumeister (Florida State University)

Just when we thought we had worked out the main outlines of self-regulation theory, several new findings have emerged to challenge that picture. This talk presents results from laboratory, longitudinal, and meta-analytic studies. High self-control may specialize less in resisting temptation than in avoiding it. Self-control is often highly effective but does grow weaker (ego depletion) as the day wears on. Ego depletion intensifies subjective desires and feelings, rather than just weakening powers of restraint. Similarity in trait self-control is not the best predictor of relationship satisfaction. Powerful leaders self-regulate task performance in unusual ways, sometimes performing better but sometimes worse than subordinates.

Presentation 2 – *Reconceptualizing ego-depletion: A strategic effort-allocation model of active self-regulation.*

Daniel C. Molden (Northwestern University)

Much research has suggested that people's capacity for self-regulation is limited and becomes depleted through use. The primary explanation for such ego-depletion has been that people have a general pool of self-regulatory resources that is consumed through use, analogous to the fatigue experienced as a muscle consumes its available energy. However, recent findings have shown that ego-depletion can arise based on perceptions of and beliefs about the effort required for current or future tasks independent of any self-regulation that actually occurs. In this talk, I will propose a new model of ego-depletion that explains these findings in terms of people's assessment of their own self-regulatory resources and their strategic allocation of these resources during goal pursuit. I will then discuss how this model provides a comprehensive account of ego-depletion effects, including recent research that has linked depletion to the body's consumption of glucose.

Symposium I

8:30am – 10am, Sheraton Ballroom II

New frontiers in understanding the effects of exclusion, ostracism and isolation.

Chair: Eric D. Wesselmann (Purdue University)

Humans are social animals that depend upon social bonds for effective physical and psychological functioning. The dissolving of these bonds (via exclusion, ostracism, and social isolation) thwarts fundamental human needs such as belonging, self-esteem, control, and meaningful existence. If these needs remain unsatisfied, individuals can experience myriad negative health outcomes. This symposium presents cutting edge research on understanding both the immediate effects exclusion/ostracism and how individuals respond behaviorally to restore their thwarted needs. An aim of this symposium is to inspire researchers from various disciplines to investigate the implications of chronic ostracism and social isolation, suggesting possible avenues for future research.

Presentation 1 - *Advances in ostracism research: Detection, reaction, and coping.*

Eric D. Wesselmann (Purdue University), James H. Wirth (University of North Florida), Donging Ren (Purdue University), Andrew Hales (Purdue University), & Kipling D. Williams (Purdue University)

Ostracism—being ignored and excluded—is a painful event that threatens individuals' fundamental needs. Further, ostracism is a common experience that occurs in myriad contexts, both at the individual and group level. We present evidence supporting Williams's Temporal Need-Threat Model of Ostracism (2009) of immediate responses as well as those occurring after reflection. We focus particularly on research that examines the importance of need fortification in recovering from ostracism. The latter part of the presentation will focus on Williams's resignation stage of ostracism, where individuals experience chronic ostracism. This stage has been unexplored largely in empirical research. We will present preliminary data on the resignation stage, and close the presentation with a call for more research on the resignation stage of ostracism, and on ways that individuals in this stage may cope with chronic ostracism.

Presentation 2 - *Social exclusion and the detection of real and fake smiles.*

Michael J. Bernstein (Pennsylvania State University Abington), Steven Young (Fairleigh Dickinson University), Donald Sacco (Miami University), Christina Brown (Saint Louis University), & Heather Claypool (Miami University)

Group living is an essential human need. Though individuals suffering a social rejection experience often engage in antisocial responses, some evidence suggests that socially rejected individuals often become very prosocial and engage in behaviors aimed at reaffiliation. This research shows that one avenue in which excluded individuals show what appears to be behaviors that are adaptive to the goals of reaffiliation is the identification of real and fake smiles. In one paper, we found that excluded individuals are better able to discriminate between real smiles (genuine signs of affiliation) and fake smiles (smiles that may mask other motivations or emotions). In a second paper, we found that while all individuals showed a preference to work with individuals exhibiting real as opposed to fake smiles, this preference was exacerbated for excluded individuals. We discuss these findings in terms of how people respond to exclusion and moderating variables of those responses.

Presentation 3 - *How social contexts affect responses to exclusion.*

Daniel C. Molden (Northwestern University), Gale M. Lucas (Western Oregon University), & Chin Ming Hui (Northwestern University)

Social exclusion evokes many powerful motivations. This talk explores how social contexts that alter people's representations and experiences of exclusion alter the motivations that are aroused. I will first describe studies demonstrating that when exclusion is experienced as social loss, people display security-oriented responses, including thoughts about actions they should not have taken and withdrawal from social contact, whereas when exclusion is experienced as failure to achieve social gain, people display growth-oriented responses, including thoughts about actions they should have taken and reengagement in social contact. I will then describe studies showing that altering lonely individuals' representations of their social context (by making them more concerned with growth) encourages greater social engagement. Finally, I will describe findings showing that the different social contexts created by different cultures can determine how exclusion is experienced in terms of losses or non-gains and how people respond in security- or growth-oriented ways.

Presentation 4 - *Negative health outcomes of social isolation: Insights from an animal model.*

Angela J. Grippo (Northern Illinois University) & Melissa-Ann L. Scotti (Northern Illinois University/University of Illinois at Chicago)

Social bonds are an important part of the human experience, and the disruption of these bonds has deleterious effects on psychological and physical health. Our understanding of neurobiological mechanisms underlying social bonding can be enhanced through the study of animal models. The prairie vole is a rodent species that serves as a useful translational model for examining the role of social experiences in mediating emotion, behavior, and physiological health. This species shares with humans many features of social monogamy, including a reliance on its social environment, living in family groups, and forming long-term social bonds. Chronic social isolation in this species produces several detrimental health outcomes including depressive and anxiety behaviors, poor stress coping, cardiovascular dysfunction, and neuroendocrine dysregulation. The study of health consequences of social isolation using the prairie vole will contribute to our understanding of mechanisms underlying social stress and the beneficial effects of social support.

Symposium II

8:30am – 10am, Sheraton Ballroom III

Interactions of motivation and emotion: How emotions and affect impact and reflect motivation.

Co-chairs: Julia Vogt (Ghent University) & Ayelet Fishbach (University of Chicago)

This symposium will highlight recent developments and new perspectives on how emotion and motivation interact. Huntsinger will propose that the influence of affect on goal pursuit is flexible and identifies factors that determine the impact of positive and negative affect. Klein and Fishbach will examine whether the timing of positive signals matters during goal pursuit and demonstrate that people value predictable over unexpected good news on goal attainment. Vogt and De Houwer will discuss whether emotional events always impact people during goal pursuit and suggest that people's goals determine whether emotional events automatically grab attention. Hepler and Albarracin will introduce the concept of 'Dispositional Attitudes' - people's tendency to form positive vs. negative attitudes - and show that Dispositional Attitudes predict specific behavioral choices and general levels of activity. Finally, Roese will present research linking core motives to people's reflections about the past and especially to feelings of regret.

Presentation 1 - *The flexible impact of affect on goal pursuit.*

Jeffrey R. Huntsinger (Loyola University Chicago)

The impact of affect on goal pursuit depends on the particular implicit question to which affect provides an answer. When determining whether to pursue a goal, people often reflect on its feasibility or desirability. Such judgments influence goal adoption. In such instances, positive affect signals that accessible goals are feasible or desirable, whereas negative affect signals just the opposite. People may also reflect on their progress during goal pursuit, which can then influence whether people redouble or reduce their efforts to accomplish the goal. In this case, positive affect reduces effort and negative affect leads to increased effort to accomplish the goal. People can also ask themselves whether their goal pursuit is enjoyable. When positive affect provides a 'yes' answer, people continue the goal pursuit. When negative affect provides a 'no' answer, this leads people to stop goal pursuit. This research suggests a flexible role of affect in goal pursuit.

Presentation 2 - *Feeling good at the right time: Why people value predictable over unexpected good news.*

Nadav Klein (University of Chicago) & Ayelet Fishbach (University of Chicago)

Is good news always welcome regardless of its timing? We demonstrate that people value goals more highly when the attainment experience is undisturbed by unexpectedly early attainment information. When learning premature good news, people hold back positive emotion and prefer to 'wait' until the right time to experience it. Once held back, however, happiness cannot be fully re-experienced. As a result, people ultimately devalue a prematurely-known goal due to the disruptive nature of premature good news.

Presentation 3 - *When goals turn you blind: The role of motivational context in emotional attention.*

Julia Vogt (Ghent University) & Jan De Houwer (Ghent University)

Do emotional events in our environment always influence us? Emotion models commonly assume that emotional events exert an automatic impact on cognition, emotion, and behavior. For instance, emotional events automatically bias attention, especially negative emotional stimuli such as angry faces or snakes and spiders. In contrast, the present talk will present a series of experiments demonstrating the crucial role of an individual's goals in emotional attention. These experiments show that temporary goals can enhance but also erase attention to negative events, and induce attention to positive events. These findings underscore the role of the motivational context in automatic affective processes.

Presentation 4 - *Why we tend to (dis)like things: Attitude formation and downstream behavior is biased by dispositional attitudes.*

Justin Hepler (University of Illinois at Urbana-Champaign) & Dolores Albarracín (University of Illinois at Urbana-Champaign)

Some people tend to like the things they encounter in life, whereas others do not. We propose that individuals differ in their tendency to form positive vs. negative attitudes, a trait we have termed the Dispositional Attitude. We provide evidence for the validity of our construct (Studies 1-2), demonstrate that Dispositional Attitudes can be used to uniquely predict attitudes toward novel objects (Studies 3-4), and explore the mediating processes of this effect (Study 5). Critically, we demonstrate that individuals' Dispositional Attitudes have a profound effect on their motivation for actual behaviors. Specifically, more positive Dispositional Attitudes are strongly associated with behavioral activity, such that individuals who tend to like more things also tend to engage in more behaviors across a typical week (Studies 6-7). Thus, Dispositional Attitudes are an important influence on motivation for specific behaviors, as well as on motivation to pursue behavior in general (e.g., general action goals).

Presentation 5 - *Counterfactual thinking, life regrets, and core motives.*

Neal J. Roese (Northwestern University)

Counterfactual thoughts focus on 'what might have been' i.e., on how the past might have transpired differently. Counterfactuals are the precursors to the emotion of regret, which in turn connects to motives and action. Although many regrets are fleeting and mundane, others are chronic and focus on the totality of one's existence. As revealed by a series of recent studies, such life regrets offer a unique window onto the interface between emotion and motives, and in particular shed new light on Fiske's conception of core motives.

Symposium III

10:30am – 12pm, Sheraton Ballroom III

Motivation as a basic personality process.

Co-chairs: Luke D. Smillie (The University of Melbourne) & Joshua Wilt (Northwestern University)

Personality traits reflect long-term patterns of basic psychological processes. Motivation (or desire) is particularly salient among these processes, and has featured prominently in many personality theories and frameworks. These include the notion that differential tendencies concerning the motivational direction of behavior (i.e., to approach or avoid) underlie personality traits (Elliot & Thrash, 2002; Gray, 1973). It is similarly reflected in recent attempts to bridge personality psychology and economics, where it is suggested that personality is partly shaped by underlying preference parameters (Almlund, Duckworth, Heckman, & Kautz, 2011). The speakers in this symposium will present their recent work in this area, covering a range of methodologies (e.g., experiments, experience sampling methods) and research questions (e.g., occupational preferences, situational and cultural influences on personality and motivation). Their studies demonstrate the relationship personality has with basic motivation processes, along with other psychological variables spanning affect, behavior, and cognition.

Presentation 1 - *Do extraverts get more bang for the buck? Distinguishing affective and motivational reactivity in extraversion.*

Luke D. Smillie (The University of Melbourne), Andrew Cooper (Goldsmiths, University of London), Joshua Wilt (Northwestern University), & William Revelle (Northwestern University)

The affective-reactivity hypothesis, which suggests that extraverts should be more susceptible to the induction of positive affect, has so far received mixed empirical support. In this paper we evaluate what we believe is a more biologically plausible version of this hypothesis, by comparing reactions to motivationally salient versus affective pleasant stimuli. Over five experiments we demonstrate that extraverts show greater positive affective-reactivity only in response to motivationally salient stimuli and situations (e.g., where rewards are being pursued). Conversely, after merely pleasant stimuli and situations (without any reward-approach element), extraverts and introverts feel equally happy. We additionally show that it is specifically activated affect (i.e., feelings of excitement and arousal), rather than pleasant affect (i.e., feelings of happiness and contentment), which characterises the positive affective-reactivity of extraverts. Such reactions may potentially facilitate the reward-seeking behaviour and appetitive motivation often associated with extraversion.

Presentation 2 - *Environmental influences on within-person associations between affect, behavior, cognition and desire.*

Joshua Wilt (Northwestern University) & William Revelle (Northwestern University)

Personality is an abstraction used to either explain or summarize coherent patterns of Affect (A), Behavior (B), Cognition (C), and motivation or Desire (D) – the “ABCDs of Personality” – over time and space. There is a great deal of research addressing the relationships of ABCDs with each other, however, relatively little attention has been given to how environmental features may influence those relationships. Two experience sampling studies were conducted to elucidate the roles that situational and contextual features play in the dynamic relationships between ABCDs. Participants (N = 42, N=40) completed reports of emotions, behavioral content, cognitive appraisals of situations, characteristics of personal goals, and salient features of the environment six times per day for two weeks using cell-phone text-messaging. We found that participants’ within-person associations

between ABCDs were moderated by contextual features such as present company (who they were with), location (where they were), and activity (what they were doing).

Presentation 3 - *Temperament, ability, and interests predict important real world choices.*

William Revelle (Northwestern University) & David Condon (Northwestern University)

Why do people choose certain college majors or certain occupations? These are important real world decisions that reflect the result of a complex motivational process reflecting the interplay of individual differences in temperament, ability, and interests. By using "Synthetic Aperture Personality Assessment" (SAPA) methodology with a web based data collection system for > 30,000 subjects and public domain items and software, we are able to assess the so called "Big 5" dimensions of Temperament, verbal, quantitative and spatial aspects of cognitive Ability, and eight occupational Interests. Each of these three domains of individual differences (TAI) make unique contributions to the prediction of both college major and occupational choice. Implications for the study of personality and motivation will be discussed.

Presentation 4 - *The tyranny of choice? A cross-cultural investigation of the relationship between individual differences in maximizing-satisficing motivation and well-being.*

Arne Roets (Ghent University), Barry Schwartz (Swartmore College), & Yanjun Guan (Renmin University)

The present research investigated the relationship between individual differences in maximizing versus satisficing motivation (i.e., seeking to make the single best choice, rather than a choice that is merely good enough) and well-being in interaction with the society an individual lives in. Data from adult samples in three distinct societies, the US (N=307), Western-Europe (N=263), and China (N=218), were analyzed. The results showed that in western societies where personal choice is abundant and highly valued (i.e., US and Western-Europe), maximizers clearly reported less well-being than satisficers, and this difference was mediated by experienced regret. In a non-western society (i.e., China), well-being levels were in-between and unrelated to individual differences in maximizing. We discuss how the individual's dispositional motivation to approach choices with a maximizing or a satisficing strategy determines whether society's focus on personal choice is a blessing or a curse.

Symposium IV

5pm – 6:30pm, Sheraton Ballroom II

How cognitive is cognitive control? Motivational foundations of executive functions.

Co-chairs: Guido H.E. Gendolla (University of Geneva) & Sander L. Koole (VU University Amsterdam)

Since the 1990s, a wealth of research has appeared on control processes that allow people to override inappropriate response tendencies. These processes are often referred to as cognitive control. But just how cognitive is cognitive control? Is cognitive control isolated from motivational influences? And if not, what are the motivational bases of cognitive control? In raising and addressing these questions, this symposium joins together researchers from laboratories located in four countries. Adopting different theoretical approaches, the presenters will demonstrate the impact of individual differences in motivational orientations, goals, affect, and action primes on working memory use, executive functions, response conflict adaptation, and mental effort. The presented research is interdisciplinary and incorporates behavioral, physiological, and neuroscientific methods. This symposium highlights the motivational foundations of cognitive control, and sheds new light on interface between motivation and cognition.

Presentation 1 - *Achievement orientations modulate working memory resources.*

Rachel E. Avery (Goldsmiths, University of London) & Luke D. Smillie (University of Melbourne)

Achievement goals can be oriented towards mastery-approach (development of self-referential competence) or performance-approach (demonstration of normative competence). These goal orientations have been linked to various motivational outcomes. However, little research has examined their cognitive effects. To fill this gap, the present experiments examined how mastery-approach and performance-approach goals modulate working memory resources. Using a dual task methodology, results show that when working memory is loaded, individuals pursuing a mastery-approach goal experience larger performance decrements than individuals pursuing a performance-approach goal. Mastery-approach thus appears to depend more on working memory than performance-approach. These findings could not be explained by differences in cognitive ability, working memory capacity or state-anxiety. Contributions to the motivation-cognition interface and suggestions for future research will be discussed.

Presentation 2 - *Cognitive control deficits among state-oriented individuals: Overmaintenance of intentions or goal neglect?*

Sander L. Koole (VU University Amsterdam) & Hester Ruigendijk (VU University Amsterdam)

Prior research has shown that state-oriented individuals display more drops in cognitive control under stress than action-oriented individuals (Koole, Jostmann, & Baumann, in press). Two competing explanations have been suggested for this pattern. According to a goal neglect account, state-oriented individuals lose sight of their goals when stressed (Jostmann & Koole, 2007). By contrast, an overmaintenance account suggests that state-oriented individuals fail at cognitive control because they are overly preoccupied with their intentions (Goschke & Kuhl, 1993). The present research empirically tests both accounts. In Study 1, state-oriented participants displayed more interference in a Stroop color-naming task when they were goal-focused rather than relaxing. In Study 2, state-oriented participants were less able to ignore irrelevant task sets, particularly when they were goal-focused rather than relaxed. The opposite patterns emerged among action-oriented participants. These

findings suggest that cognitive control problems among state-oriented individuals are due to overmaintenance of intentions.

Presentation 3 - How affect regulates the mobilization of cognitive control.

Henk van Steenbergen (Leiden Institute for Brain and Cognition & Leiden University Institute of Psychology), Guido Band (Leiden Institute for Brain and Cognition & Leiden University Institute of Psychology), Sander Nieuwenhuis (Leiden Institute for Brain and Cognition & Leiden University Institute of Psychology), Serge Rombouts (Leiden Institute for Brain and Cognition & Leiden University Institute of Psychology), Willem van der Does (Leiden Institute for Brain and Cognition & Leiden University Institute of Psychology), Linda Booij (Leiden Institute for Brain and Cognition & Leiden University Institute of Psychology), & Bernhard Hommel (Leiden Institute for Brain and Cognition & Leiden University Institute of Psychology)

Previous studies have shown that cognitive effort and control can quickly adapt to changes in task demands. We investigated how this adaptation is regulated by mood states as measured in cognitive control tasks (e.g. Stroop task). Sequential analyses of behavior on these tasks have shown that following the detection of difficult situations involving conflict, goal representations are usually strengthened. We will present an overview of studies that demonstrate how mood modulate these conflict-driven trial-to-trial improvements. Consistent with the Mood-Behavior-Model (Gendolla, 2000), our studies indicate that conflict-driven increases in control can be decreased by positive mood and increased by negative mood. Recent fMRI data show that the affective regulation of cognitive control involves focal interactions between the anterior cingulate cortex and the basal ganglia, regions known to play an important role in the processing of conflict and hedonic state, respectively. Altogether, our work shows how affective states may regulate conflict-driven behavior.

Presentation 4 - Integrating motivational and cognitive influences on mental effort.

Guido H.E. Gendolla (University of Geneva) & Nicolas Silvestrini (University of Geneva)

Abundant studies have supported the principle of motivational intensity theory (Brehm & Self, 1989) that people mobilize resources proportionally to subjective demand as long as success is possible and justified. On the other hand, research on automaticity has revealed that the implicit activation of general action vs. inaction concepts directly influences performance (Albarracín et al., 2008). We present a series of new experiments that have integrated both perspectives and tested limits of both automaticity and difficulty effects in effort mobilization for cognitive tasks. We have found (1) that both effort-related responses of the cardiovascular system and performance are directly influenced by implicit action and inaction cues. (2) Action primes override task difficulty information and directly lead to high effort—but only as long as success is possible. (3) The effort and performance-enhancing effect of action primes is limited if only low effort is justified by low success incentive.

Symposium V

5pm – 6:30pm, Sheraton Ballroom III

The self in self-regulation: How self and identity actively mediate motivation.

Chair: Alysson E. Light (University of Chicago)

In 1987, Markus and Wurf wrote “The unifying premise of the last decade’s research on the self is that the self does not just reflect on-going behavior but instead mediates and regulates this behavior.” This perspective—that the self actively mediates motivation—is eminently reflected in the present research. We highlight recent insights on ways in which self and identity can both guide and inhibit motivation. Touré-Tillery and Fishbach discuss how cues to self-diagnostics lead to restraint or indulgence; Light, Rios, and DeMarree show that effects of self-uncertainty on self-regulation depend on the presence of conflicting goals; Arkin, Guerrettaz and Braslow consider when self-certainty threatens self-image motives, and when uncertainty can positively impact self-regard; Emerson and Murphy show that group identities interact with organizational lay theories to impact motivation; and Vohs, Liu and Smeesters show that money primes motivate individuals to contrast away from situational cues.

Presentation 1 - When “middle” rhymes with candies and shopping sprees: The effect of illusory position on self-control.

Maferima Touré-Tillery (The University of Chicago Booth School of Business) & Ayelet Fishbach (The University of Chicago Booth School of Business)

People are less likely to experience self-control conflicts and make goal-consistent decisions for choices they deem unimportant. Choices are inconsequential if they contribute little to goal attainment, or if they seem non-diagnostic of valued goal-related identities. Across four experiments, we confirm our hypothesis that framing a choice as being in the middle (vs. beginning or end) of a sequence of actions renders the choice less diagnostic for self-inferences (Experiment 1) and thus increases the likelihoods that people will indulge (Experiment 2 and 3) and splurge (Experiment 4) in these inconsequential “illusory” middles. Furthermore, the goal’s self-relevance moderates these effects, such that participants committed to the goal are less likely to experience self-control conflicts in the illusory middle (vs. beginnings and ends), and hence indulge and splurge more—as much as participants less committed to the goal, who have no self-control conflict in this context and are unaffected by illusory positions.

Presentation 2 - Uncertainty when two paths diverge: Self-uncertainty and goal shielding.

Alysson E. Light (University of Chicago), Kimberly M. Rios (University of Chicago), & Kenneth G. DeMarree (Texas Tech University)

Existing literature poses two competing hypotheses for how feeling uncertain about the self will affect goal pursuit. One perspective proposes that a clear, consistent, and confident self-concept is vital for goal pursuit, and that uncertainty about the self will impair self-regulation (e.g. Ritchie, et al.) A second perspective notes that uncertainty is an aversive experience that people are motivated to reduce, and that people may be more motivated to pursue important goals after uncertainty as way to regain certainty (McGregor et al, 2001.) In our research, we consider whether the effect of self-uncertainty on goal pursuit may vary depending on the presence or absence of alternative goals. In three studies, we show that self-uncertain participants typically persist longer the self-certain participants when only one goal is active, but that activating an alternative goal flips to pattern of effects such that self-certain participants persist longer than self-uncertain participants.

Presentation 3 - *Limits to the allure of certainty: When do certainty and uncertainty enhance the self?*

Robert M. Arkin (Ohio State University), Jean Guerrettaz (Ohio State University), & Matthew D. Braslow (Ohio State University)

Certainty in self-knowledge is generally heralded as a basic human need. It is reflected in people's striving toward a shared, social construction of reality (e.g., conformity, uniformity) and runs through much of the history of theory and research in the field. People suffer losses in self-regard when uncertainty is associated with desirable self-images (uncertainty may trump certainty when undesirable self-images are in play); but when uncertainty is associated with undesirable self-images people may experience a highly desirable gain in self-regard. We argue that uncertainty is not inherently problematic; indeed, uncertainty should be welcome when contemplating undesirable self-images. We focus on the self-competence element (vs. self-liking element) of self-worth and provide an integration of individual difference approaches and experimental investigations of self-doubt. Long neglected, self-doubt increasingly appears critical for understanding some of the surprising, ironic, and self-defeating cognitive, emotional, and behavioral findings seen in the achievement realm.

Presentation 4 - *The role of organizational lay theories in motivating majority and minority group members.*

Katherine T. U. Emerson (University of Illinois at Chicago) & Mary C. Murphy (University of Illinois at Chicago)

The current research investigates how an organization's lay theory of intelligence affects people's motivation in a stereotyped domain. An organizational lay theory of intelligence refers to the shared beliefs of people within an organization about the nature of intelligence. Specifically, an organization may endorse an entity theory (i.e., intelligence is fixed and unchangeable) or an incremental theory (i.e., intelligence is malleable). In a 2 (participant race: White vs. Black/Latino) X 2 (organizational theory: entity vs. incremental) design, we investigated how applying to an academic organization that endorsed a particular lay theory affected motivation and performance. Results revealed that an entity theory of intelligence inhibited the motivation of Black and Latino participants relative to Whites. However, no group differences in motivation or performance emerged when participants considered the incremental organization. How and why organizational lay theories signal identity threat and what may be done to ameliorate their effects are discussed.

Presentation 5 - *Reminders of money cause people to focus on dissimilarities and behave in contrast to situational cues.*

Kathleen D. Vohs (University of Minnesota), Jia (Elke) Liu (University of Gronigen), & Dirk Smeesters (Erasmus University)

Four experiments tested the hypothesis that activating the idea of money leads people to focus on dissimilarities between objects and people, which motivates responses and behaviors that contrast with situational cues. Experiment 1 showed that money reminders led people to judge another's behavior as being in contrast to the traits with which they earlier had been primed. Relative to other participants, Experiment 2's participants walked faster down the hallway if they earlier had been reminded of money and elderly people. Experiment 3 showed that people reminded of money were less likely than others to conform to the group majority. Experiment 4 found that reminding people of money inhibited the typical tendency to mimic an interaction partner. Mediation analyses supported the hypothesis that these outcomes occurred because the idea of money elicits the perception that objects in the environment are more different than they are similar.

Poster Schedule

1pm – 4pm	Poster assembled (<i>Sheraton Ballroom V</i>)
4pm – 6:30pm	Posters available for viewing (<i>Sheraton Ballroom V</i>)
6:30pm – 8pm	Authors present for discussion and questions (<i>Sheraton Ballroom V</i>)
8pm – 9pm	Dismantle posters

Poster Abstracts

Poster 1

Positive overgeneralization and vulnerability to hypomania in individuals with behavioral approach system (BAS) hypersensitivity: A prospective behavioral high-risk design.

Jonathan P. Stange (Temple University), Ashleigh R. Molz (Temple University), Chelsea L. Black (Temple University), Benjamin G. Shapero (Temple University), Joanna M. Bacelli (Temple University), Lyn Y. Abramson (University of Wisconsin, Madison), & Lauren B. Alloy (Temple University)

Recent work has identified Behavioral Approach System (BAS) sensitivity as a risk factor for the first onset and recurrence of mood episodes in bipolar disorder, but little work has evaluated risk factors for hypomanic symptoms in individuals at risk for bipolar disorder. The present study used a prospective behavioral high-risk design to evaluate the impact of positive overgeneralization on hypomanic symptoms in individuals with high vs. moderate BAS sensitivity, but without a history of mood elevation. Hierarchical regressions indicated that upward positive overgeneralization and BAS sensitivity interacted to predict increased levels of hypomanic symptoms at follow-up, controlling for initial hypomanic symptoms. The pattern of this interaction was such that positive overgeneralization predicted increases in hypomanic symptoms among high-BAS, but not moderate-BAS, individuals. Thus, the self-reported tendency to experience grandiose increases in confidence following success may confer additional risk for mood elevation among individuals already at risk for developing bipolar disorder.

Poster 2

Dysphorics do not mobilize more effort to win a small or a larger monetary reward.

Jessica Grept (University of Geneva) & Kerstin Brinkmann (University of Geneva)

Previous behavioral and neuroscientific studies have demonstrated that depressed and dysphoric people are not sensitive to reward. The present study tested whether this effect also emerges for effort mobilization during anticipation of a low or a high monetary reward. Subclinical students worked on a memory task with an unclear performance standard. Reward sensitivity was operationalized as effort mobilization, which is measured by participants' cardiovascular reactivity. Results of this 2 (dysphoric vs. nondysphoric) x 3 (0, 5, 15 \$) between-persons study corroborate dysphorics' reward insensitivity for cardiac pre-ejection period and heart rate. As expected, nondysphorics gradually mobilize more effort dependent on reward value, whereas dysphorics do not mobilize more effort during reward anticipation. In other words, dysphorics do not modify their behavior when anticipating a high reward. With a psychophysiological design, these results thus demonstrate that dysphoric people are not sensitive to different levels of incentive value.

Poster 3

Muscle force during a handgrip task reveals the impact of subjective task difficulty.

Joséphine Stanek (University of Geneva) & Michael Richter (University of Geneva)

According to motivational intensity theory (Brehm & Self, 1989), energy investment is proportional to task difficulty as long as success is possible and justified. Past research tested this prediction using measures (e.g. cardiovascular reactivity) that only indirectly reflect energy investment. In contrast to these past studies, the presented experiment aimed to test the prediction using a direct measure of energy investment: exerted muscle force during a handgrip task. Participants (N=104), randomly assigned to one of four task difficulty conditions of a between-persons design, performed a handgrip task. To manipulate task difficulty, written instructions informed participants that the probability of succeeding the task would be 90%, 70%, 50%, or 30%. As predicted, muscle force increased with subjective task difficulty. This result extends previous empirical research by demonstrating that energy investment, measured directly, is determined by task difficulty.

Poster 4

Implicit affect primes and monetary incentive: Impact on effort-related cardiac response.

Laure Freydefont (University of Geneva) & Guido H.E. Gendolla (University of Geneva)

According to motivational intensity theory (Brehm & Self, 1989), effort is mobilized proportionally to subjectively experienced task demand as long as success is possible and justified. Research has identified numerous variables that influence the amount of justified effort and subjective demand in cognitive tasks. Among them, implicit affect cues systematically influence the level of subjective task demand during performance. Moreover, monetary incentive defines the level of maximally justified effort. This experiment investigated the combined effect of implicit affect primes and monetary success incentive on effort-related cardiac response in a 2 (Prime: anger vs. sadness) x 2 (Incentive: low vs. high) between-person design. This experiment revealed that high incentive compensates the effort mobilization deficit of people primed with sadness during a difficult task. Compared with anger primes, sadness primes led to lower effort when incentive was low, but to higher effort when incentive was high.

Poster 5

Implicit sadness-difficulty and happiness-ease associations.

Ruta Lasauskaite (University of Geneva) & Guido H.E. Gendolla (University of Geneva)

Affect primes influence task difficulty ratings and mental effort (e.g., Gendolla & Silvestrini, 2011). To highlight the mechanism behind this effect, this study investigated implicit sadness-difficulty and happiness-ease associations. Ease primes were expected to facilitate the accessibility of sadness and difficulty primes the accessibility of happiness. Participants classified facial happiness and sadness expressions as positive or negative. Before each picture, an ease- or difficulty-related word or a neutral non-word was briefly presented (52 ms) and backward-masked. A 3 (prime) x 2 (target) x 2 (time) repeated measures ANOVA revealed a significant prime x target interaction: Participants classified sad faces faster after a difficulty prime and more slowly after an ease prime. The neutral prime condition fell in between. Also, compared to the neutral condition, participants classified happy faces faster after an ease prime and more slowly after a difficulty prime. These results demonstrate implicit associative links between sadness-difficulty and happiness-ease.

Poster 6

Negative bias in response to activity word stimuli in subjects with elevated depressive symptoms.

Janna Szczepanik (University of Maryland), Maura Furey (NIMH), Hanna Brycz (University of Gdansk), & Carl Lejuez (University of Maryland)

'Lack of interest or pleasure' in previously enjoyed activities, a core symptom of depression, could be due to decreased approach motivation, loss of hedonic capacity, or both. 105 undergraduates rated 150 activity words and performed a lexical decision push/pull task. Depressive symptoms were

assessed with BDI-II and subjects were split into High(≥ 14)/Low BDI (< 14) groups. Initial RT onset results revealed a main effect of valence ($p = 0.04$), and a valenceXgroup interaction ($p = 0.02$) with the High BDI group being slower to respond to liked activities. Response duration revealed a valenceXdirection interaction ($p = 0.04$), and a trend for directionXvalenceX group ($p = 0.086$) driven by a longer response duration in the disliked/away condition in the High BDI group. We found that subjects with elevated depressive symptoms showed faster onset time but extended processing time of disliked activities. These results suggest that this push/pull paradigm could be applied to study processing biases in approach/avoidance of activities in depression.

Poster 7

Using ostracism to motivate burdensome group members to rehabilitate.

Eric D. Wesselmann (Purdue University)

Ostracism—being excluded and ignored—occurs in groups of humans and other social animals (Williams, 2009). Social psychological research has focused on the ill effects of ostracism on targets, but has ignored the motives for using ostracism. Research from myriad scientific disciplines suggests groups are likely to ostracize burdensome members as a social influence tactic to rehabilitate these members. In two studies, participants played an online ball-toss game with three virtual computer-programmed confederates (i.e., Cyberball; Williams, 2009). I manipulated burden by altering the speed at which a target confederate player engaged in ball-tossing. The primary dependent measure was participants' ball-toss allocations to this target confederate. Studies also included measures of participants' motives for their behavior toward the target confederate. The first study established the use of ostracism on a burdensome group member, and the second study demonstrated that a burdensome player who rehabilitated in a future game was re-included.

Poster 8

Achievement goal orientation predicts foreign language learning success: Assessing two measures.

Meredith M. Hughes (University of Maryland), Susan G. Campbell (University of Maryland), & Jacob H. Meyers (University of Maryland)

We examined two achievement goal-orientation measures (Achievement Goal Inventory, AGI, and Patterns of Adaptive Learning Scales, PALS: Personal Achievement Goal Orientation) in the context of intensive foreign language learning. The goal was two-fold: to establish the structure of the scales and to relate both scales to learning outcomes. Results of a confirmatory factor analysis supported the 6- and 5-factor models that matched the named subscales, but items within the PALS also clustered in such a way as to suggest a normative goal factor like the one in the AGI. We then examined the relationship between achievement goal factors and final learning outcomes while controlling for relevant biographical characteristics, cognitive traits, and personality factors. Results showed that the set of AGI subscales were more predictive than the PALS subscales of learning outcomes and that the most predictive subscale in PALS contained non-normative performance-avoidance goal items.

Poster 9

Mixed evidence for energy conservation: Task difficulty increases energy investment but does not determine it.

Michael Richter (University of Geneva) & Joséphine Stanek (University of Geneva)

According to motivational intensity theory (Brehm & Self, 1989), energy investment in instrumental tasks is governed by an energy conservation principle (i.e., individuals do not invest more energy than necessary). The present study tested this basic prediction by assessing energy investment in an isometric hand grip task. Given that in isometric tasks grip force is proportional to the invested energy in terms of used adenosine triphosphate (ATP), the assessment of grip force enables a direct measure of energy investment. Forty-nine participants performed four difficulty levels of the hand grip task in randomized order. In each trial, they could earn a small reward of CHF 0.05 by exceeding a force standard that was low, moderate, high, or very high. The results provided mixed evidence for energy

conservation. Exerted grip force—and thus energy investment—significantly increased with increasing difficulty. However, the invested energy exceeded the necessary energy in all four difficulty conditions.

Poster 10

Age-differential effects of gain vs. loss perceptions on willingness to engage in collective action.

David Weiss (University of Zurich), Sabine Sczesny (University of Bern), & Alexandra M. Freund (University of Zurich)

Under which conditions become younger and older people involved in collective action? In the present research we tested the hypothesis that the prospect of loss should be more likely to motivate older relative to younger adults to engage in collective action. In Experiment 1 (N = 169; 20-85 years, M = 49.4, SD = 19.8, 71 %female) participants were confronted with a scenario that either involved an increase or a decrease of health insurance costs for their age group. In Experiment 2 (N = 231, 18-83 years, M = 40.65, SD = 19.26, 71 % female) participants were asked to list an advantage or disadvantage they perceive in being a member of their age group. Subsequently participants were asked to indicate their willingness to engage in collective action. The results demonstrate that with increasing age individuals were more willing to engage in collective action when they were confronted with losses.

Poster 11

Descriptions based on evolved individual differences in motivation affect the judgment of facial attractiveness.

Larry C. Bernard (Loyola Marymount University) & David Hardy (Loyola Marymount University)

Attractiveness judgements are based on physical cues of symmetry and secondary sex characteristics as a proxy for virility and fertility in mate selection. Participants (N = 79) were shown 24 faces of opposite sex individuals on a computer monitor. They were told the images were of university students (which was true) and that a team of psychologists had interviewed them and, when they agreed unanimously, provided a brief description (which was false). The images were randomly presented with descriptions consistent with high or low motive strength or with no description (control). Four "competitive" motives assessed the allocation of resources that increase fitness by enhancing status in different domains – Appearance, Mental, Physical, and Wealth – and four "cooperative" motives assessed the allocation of resources that increase inclusive fitness by facilitating coalition formation – Altruism, Commitment, Legacy, and Social Exchange. High strength for all four cooperative motives and the Mental competitive motive significantly increased attractiveness ratings over low strength and control conditions. Effect sizes ranged from $\eta^2 = .12$ to $.17$. Results support the validity of an evolutionary theory of human motivation (Bernard, Mills, Swenson, & Walsh, 2005; Bernard, 2012).

Poster 12

A prediction model of self-control: Enactment and negativity biases present in predictions of emotional consequences of self control success and failure.

Hiroki Kotabe (University of Chicago) & Wilhelm Hofmann (University of Chicago)

We assessed how affective forecasting can influence the likelihood of enacting temptations. Participants estimated the intensity and duration of two pairs of emotions—the pleasure and guilt of temptation enactment and the pride and frustration of temptation nonenactment—via a new scale we developed. In this scale, participants predict the emotional intensity of each of the four foregoing emotions at 0 to 60 minutes after enactment or nonenactment, with 10 minute intervals between ratings. We show that people have two specific biases in considering these self-control emotions in deciding on enactment likelihood: an enactment bias and a negativity bias. These biases result in a supremely strong consideration of guilt and a neglect of pride in forming enactment decisions.

Poster 13

Neuroscience of intrinsic motivation: A personal agency framework.

Woogul Lee (University of Iowa) & Johnmarshall Reeve (Korea University)

This study offers a neuroscientific investigation of the neural bases of intrinsic motivation. Building on previous neuroscientific findings of the experience of personal agency during self-initiated action, we equated self-determined personal agency with intrinsic motivation and equated non-self-determined personal agency with extrinsic motivation. Using event-related functional magnetic resonance imaging (fMRI), greater anterior insular cortex (AIC) activity was observed during self-determined intrinsically-motivated behavior while greater angular gyrus activity was observed during non-self-determined extrinsically-motivated behavior. Furthermore, AIC activities correlated highly with self-reported intrinsic motivation. Integrating these fMRI findings with past findings showing that AIC activity reflects high personal agency while angular gyrus activity reflects low personal agency, we can conclude that personal agency is not so much about who generates the behavior (i.e., self vs. others) as it is about the reasons why (intrinsic vs. extrinsic) the self generates volitional behavior.

Poster 14

The benefits of disengagement demands related to adult developmental tasks: A summary of cross-sectional and longitudinal results from various samples.

Martin J. Tomasik (Friedrich-Schiller-University) & Rainer K. Silbereisen (Friedrich-Schiller-University)

Changing social structures produce uncertainty and require individuals to decide which developmental paths to follow and which to give up. Previous research has demonstrated cross-sectionally that the adaptiveness of engagement and disengagement is a function of the opportunities provided by the social ecology: When opportunities for engagement are very limited, disengagement strategies such as self-protective attributions or even quitting commitment turned out to be associated with higher subjective well-being. Under these circumstances, disengagement seems to be the most adaptive strategy of negotiating uncertainty because it protects the individuals' motivational and emotional resources and prevents these resources from being wasted into unpromising action domains. We provide evidence for the beneficial effect of disengagement strategies using either cross-sectional or longitudinal data from two countries (Germany and Poland) and two age cohorts (younger adults aged 16-43 years and older adults aged 56-75 years). All studies address the question how individuals deal with demands in central contexts of adult development (such as negotiating occupational uncertainty or contribute to the public good). Our results suggest that under severely constrained opportunities for engagement it is adaptive to disengage from such demands, even if they relate to major developmental tasks of adulthood.

Poster 15

Differences and similarities between intrinsic and achievement motivation.

Kaspar Schattke (Concordia University), Marylène Gagné (Concordia University), & Edwin A. Locke (University of Maryland)

Locke and Latham (1990) suggested that intrinsic motivation is often confused with achievement motivation in research. They proposed to distinguish between (1) intrinsic motivation, (2) achievement motivation, and (3) extrinsic motivation. The goal of the present study was to test the distinction between these three hypothesized forms of work motivation. We administered questionnaires to undergraduate business students (N = 432) working in part-time or full-time jobs. To show the distinctiveness of the three construct, we conducted exploratory factor analyses and found three separate factors with good internal consistencies. Furthermore, we found support for discriminant validity in the sense that intrinsic, achievement, and extrinsic work motivation showed differentiated predictions of work engagement (Schaufeli et al. 2006) and self-reported performance at work (Griffin et al., 2007). This study is a promising first step in examining the value of studying intrinsic, achievement, and extrinsic work motivation separately.

Poster 16

State self-control capacity IAT.

Ina Melny (Technische Universität München) & Hugo M. Kehr (Technische Universität München)

Self-control is the capacity that enables people to alter one's responses, such as by overriding some impulses in order to bring behavior in line with goals and standards. Self-control varies between individuals and situations and leads to wellbeing and high performance. Self-control is a limited resource that becomes depleted with use. A variety of studies show that the successful exertion of self-control depends on the momentary amount of its capacity. To assess this capacity we can use questionnaires or apply the dual-task paradigm. These methods have either to deal with social desirability or are too complex to provide. To assess state self-control capacity economically and indirectly we adopted an Implicit Association Test (IAT). In four studies we validated this IAT and manipulated the amount of state self-control capacity with the Stroop-Task and tested the IAT on students and top athletes. Validation studies will be presented.

Poster 17

Meeting basic psychological needs: Faculty and advisor contributions to academic motivation.

Tracie D. Burt (Missouri State University), Adena D. Young-Jones (Missouri State University), Carly A. Yadon (Missouri State University), & Michael T. Carr (Missouri State University)

Faculty fulfillment of student basic psychological needs (i.e., autonomy, competence, and relatedness) is supported as a mediator of academic motivation (Filak & Sheldon, 2008). The present study investigated academic advisor roles in student need fulfillment and potential differences between faculty and advisor contributions to academic motivation. Participants completed a scale created to measure perceived support from faculty and academic advisors, as well as completing the Basic Psychological Needs Scale. Bivariate correlations (Pearson r) indicated strong relationships between perceived support from instructors and advisors for all three needs. Linear regression results showed perceived advisor and faculty support as significantly, but differently, predicting basic need fulfillment. Findings suggest the self-determination theory as an effective framework for understanding relationships between perceived support, academic motivation, and student success.

Poster 18

Is religiosity associated with motivational strategies for coping with occupational uncertainty? Evidence from Poland.

Clemens M. Lechner (Friedrich Schiller University of Jena), Martin J. Tomasik (Friedrich Schiller University of Jena), Rainer K. Silbereisen (Friedrich Schiller University of Jena), & Jacek Wasilewski (Warsaw School of Social Sciences and Humanities)

We examined the role of religiosity for primary and secondary control striving related to perceived occupational uncertainty in Poland, a country where religiosity is firmly embedded in national culture. We expected that religiosity (being usually associated with a higher endowment in psychosocial resources) would foster engagement, particularly in those regions of Poland that provide plenty of opportunities in the social ecology to negotiate occupational uncertainty. At the same time, we expected that religiosity would allow people to disengage more easily from futile struggles with occupational uncertainty in opportunity-deprived regions. Data stem from $N = 2,181$ Polish adolescents and adults aged 16-46 years from 81 different regions of Poland. In a series of multilevel models, our hypotheses were largely confirmed. We argue that religiosity motivates adaptive ways of dealing with everyday economic stressors in a context-sensitive way not only by providing resources for engagement but also meaning to disengagement.

Poster 19

Flow experience and team performance: The moderating role of communication.

Caroline Aubé (HEC Montréal) & Éric Brunelle (HEC Montréal), Vincent Rousseau (University of Montreal)

The aim of this study is to examine the role of flow in work teams. According to Csikszentmihalyi (1990), flow is a state of deep absorption in an activity that is intrinsically enjoyable. Although the concept of flow has received increased attention over recent years, few authors have addressed this concept at the team level. The present study addresses this gap. More specifically, this study examines the relationship between flow and team performance, as well as the moderating effect of communication between members. Data were gathered from 85 teams of undergraduate students participating in a simulation. Results support the role of flow in the prediction of team performance. Furthermore, results show that communication moderates the relationship between flow and team performance such that this relationship is stronger when the level of communication is high. Overall, our findings suggest that managers could benefit from understanding the role of flow in teams.

Poster 20

Reciprocal relationships between motivation and academic performance.

J. J. Kosovich (James Madison University) & C. S. Hulleman (James Madison University)

This study investigates the reciprocal relationship between student motivation and academic performance using expectancy-value theory. The sample included 450 participants in an undergraduate introductory psychology course. Participants completed a motivation questionnaire before the first exam. Three exams were given during the semester as well as a final exam. A second motivation questionnaire was administered 2 weeks prior to the final exam. Hierarchical regression analyses examined the mediating effects of exam scores on reported changes in (a) expectancy, (b) value, (c) cost, and (d) interest. Controlling for initial motivation, exam scores contributed a significant amount of unique variance to changes in ratings of expectancy, value, cost, and interest. In addition, controlling for initial exam scores, changes in motivation contributed a significant amount of variance in final exam scores. The results add to the conceptualization of motivation development as well as the similarities and differences between individual motivation constructs.

Poster 21

Cross – cultural differences in interdependence of metacognitive self, depressive symptoms and anhedonia among Polish and American college students.

Hanna Brycz (University of Gdansk), Katarzyna Wieczorek (Psychotherapy Center, Gdansk), Joanna Szczepanik (University of Maryland), & Carl Lejuez (University of Maryland)

The aim of this poster presentation is to demonstrate differences between Polish and American college students in relationship of metacognitive self, depressive symptoms and anhedonia level. 100 Polish and 100 American undergraduate students completed metacognitive self scale, Beck's Depression Inventory and measures of anhedonia. Interestingly, we found no correlation between the level of depression and metacognitive strength among Poles, and a significant correlation in Americans. We discuss these opposite patterns of responses as related to the literature on accuracy of self-perception and depression as well as cross-cultural differences.

Poster 22

Exploring the relationship between person thing orientation and technical aptitudes.

Ida Ngambeki (Purdue University), Demetra Evangelou (Purdue University), Diana Bairaktarova (Purdue University), William Graziano (Purdue University), Sara Branch (Purdue University), & Anna Woodcock (Purdue University)

This study examines the relationship between person-thing orientation and technical aptitudes. Technical aptitudes are considered very important for engineering students. Previous studies have demonstrated that engineering students score above the population mean in thing-orientation suggesting that thing-orientation is also important for engineering students. Data on person-thing

orientation and mechanical and spatial aptitude were collected from fourth year engineering students at Purdue University (N = 351). Men scored significantly higher in thing-orientation and mechanical aptitude and women scored significantly higher in person-orientation. There was no significant difference between men and women in spatial aptitude. Mechanical and spatial aptitudes were found to be weakly positively correlated to thing-orientation and unrelated to person-orientation. Among men spatial aptitude was found to be strongly related to thing-orientation where among women mechanical aptitude was strongly related to thing-orientation. Results strengthen the evidence that thing orientation is an important consideration in discussions of gender underrepresentation in engineering.

Poster 23

Arousing proactive aggression in the laboratory.

Ser Hong Tan (Nanyang Technological University), Wei Teng Chan (Nanyang Technological University), Joyce S. Pang (Nanyang Technological University), Rebecca P. Ang (Nanyang Technological University), & Chin Leng Ong (Nanyang Technological University)

Aggression has been subdivided into either proactive aggression enacted in the service of instrumental goals or reactive aggression enacted as a defensive response to perceived provocation. The procedures used in past studies are synonymous with that of a reactive aggression arousal procedure. To date, no alternative experimental paradigm has been developed to arouse proactive aggression and the present study aims to bridge the gap. The proposed experimental paradigm is guided by the situated social cognition model, which describes social-cognitive processes as context-dependent and influenced by an individual's current motivations and goals. Forty-eight undergraduates took part in the proposed proactive aggression arousal paradigm. Construct validity of the proposed proactive aggression arousal paradigm was established as the study's findings were congruent with the behavioral, cognitive, affective, and physiological correlates defined theoretically.

Poster 24

Context specificity in human preference for red.

Ayumi Tanaka (Doshisha University), & Reina Tanaka (Doshisha University)

We tested the change in preference for the color red in different context (Maier, Barchfeld, Elliot, & Pekrun, 2009) using a color priming paradigm (Hupbach, Melzer, & Hardt, 2006), with 55 Japanese undergraduates. A friendly and a neutral context were manipulated by using pictures. The hypothesis was that the priming effect would be stronger for red than for other colors (green, blue, and yellow) in a friendly context, compare to a neutral context. The results demonstrated that priming effects were found for red in a neutral context, but not in a friendly context. In a friendly context, priming effects were found for other colors: green, blue, and yellow. However, it was also found that participants preferred red for both primed and non-primed object in a friendly context. These results partially support the fact that context has an effect on color preference.

Poster 25

The uniqueness heuristic: A preference for unique options for a single goal

Luxi Shen (University of Chicago) & Ayelet Fishbach (University of Chicago)

We identify a "uniqueness heuristic": a preference for unique choice options for pursuing a single goal. Choosers prefer a unique option, including an option that is atypical to a category and an option that appears less frequent within its choice set, when pursuing either Goal A alone or Goal B alone, but opt for the ordinary option when pursuing these goals together. We explain the uniqueness heuristic in terms of perceived high instrumentality of unique options for any single goal. In five experiments, we use various subtle manipulations of single versus multiple goal activation, including the number of consumption opportunities, object uses, and recipients of a chosen item, to demonstrate a preference for uniqueness for pursuing a single goal. These experiments further demonstrate perceived instrumentality underlies the preference for unique options for pursuing single goals.

Poster 26

Differences in value endorsement by high and low autonomy individuals under motivation and performance threat.

Tara M. Thacher (University of Manitoba) & Daniel S. Bailis (University of Manitoba)

Relative autonomy is the degree to which behavior is volitional and value-congruent. Higher autonomy relates to lower threat reactivity. The present research examined whether reactions to threat also vary by the type of threat (motivational vs. performance). 106 participants who were pre-tested on autonomy were randomly assigned to receive motivation-, performance- or no threatening information and reported their emotions and values. As predicted, there were significant Threat by Autonomy interactions for positive emotions ($\beta = .35$, $p < .05$) and extrinsic values ($\beta = .38$, $p < .01$), such that positive emotions were lowest and extrinsic aspirations were highest relative to autonomy in the motivation threat condition. Trends suggested that intrinsic value endorsement decreased under motivation threat for higher autonomy participants. These results suggest that high autonomy people are threatened by negative motivational information and may react by altering personal values. Thus, established autonomy may require protection under motivation threat.

Poster 27

Trait locomotion is associated with higher diurnal cortisol in College students.

Michelle A. Herrera (Columbia University), Gertraud Stadler (Columbia University), Grace L. Jackson (Columbia University), Niall Bolger (Columbia University), & Patrick Shrout (Columbia University)

Cortisol patterns across the day are known to index changes in physiological arousal. Typically, cortisol is highest in the morning and decreases throughout the day, but there are also large interindividual differences. Trait locomotion, the preference for change and movement from state to state (Kruglanski et al., 2000; Higgins et al., 2003), might help explain these differences. We predicted that high trait locomotion would be associated with higher cortisol levels, mirroring a higher readiness to act. In a sample of 106 undergraduates from two large urban universities, we administered a background questionnaire containing the Regulatory Mode Scale and collected a total of 16 salivary cortisol samples, 4 per day across 4 days. As predicted, individuals higher in locomotion showed higher cortisol levels ($p < .05$). We discuss these findings in the context of Regulatory Mode Theory.

Poster 28

Curiosity, exploration, and the moderating role of individual interest.

Amanda M. Durik (Northern Illinois University), Steven McGee (The Learning Partnership), Linda Huber (Northern Illinois University), & Jennifer Witers (The Learning Partnership)

Individual interest and emergent curiosity were tested as predictors of free-choice exploratory behavior. Participants ($N=85$) reported their individual interest (Hidi & Renninger, 2006) in ecology and read about a species in the rain forest. Participants then reported any ideas that piqued their curiosity while reading, and had a free-choice opportunity to explore pictures of species in the rain forest. We assessed the number of curiosity-inducing questions and the time spent exploring the pictures, and tested whether individual interest and the number of curiosity questions predicted exploration. In line with work by Koo and Fishbach (2008), an interaction emerged. For individuals with higher individual interest (higher commitment to the domain), curiosity questions positively predicted exploratory behavior, but for those with lower individual interest, the pattern was reversed. Discussion focuses on the utility of integrating individual interest and goal theories.

Poster 29

The affects of external threats and threat experience on emotions.

Linsa Nishad Jabeen (University of Texas at El Paso), Katherine R. White (University of Texas at El Paso), David R. Herring (University of Texas at El Paso), & Stephen L. Crites (University of Texas at El Paso)

The current study examined how external threat type and threat experience influence emotions. Participants ($N=182$) were randomly assigned to complete one of six writing tasks that either induced

fear or anger in response to one of the three future threats (drug cartel violence, terrorism, or natural disaster threat). Paired sample t-tests revealed that the target emotion (e.g., anger) was not always the strongest emotion elicited compared to other emotions (e.g., disgusted). Analysis of variance results revealed that the degree of emotions elicited differed by threat type. Anger ratings were highest in the CrimeAnger condition than the TerrorismAnger or DisasterAnger conditions. Fear ratings were highest in the TerrorismFear condition than the CrimeFear or DisasterFear conditions. Hierarchical regression analyses revealed that threat experience predicted anger in response to a future threat in the anger conditions. However, threat experience did not predict fear in response to a future threat in the fear conditions.

Poster 30

Overcoming the cognitive costs of creativity: When avoidance motivation stimulates originality and insight

Marieke Roskes (University of Amsterdam), Carsten K. W. De Dreu (University of Amsterdam), & Bernard A. Nijstad (University of Groningen)

Compared to approach motivation, avoidance motivation has been related to reduced creativity because it evokes a relatively inflexible processing style. This seems inconsistent with the Dual Pathway to Creativity Model, which poses that both flexible and persistent processing styles can result in creative output. Reconciling these inconsistencies, we hypothesized that avoidance motivated individuals have to compensate for their inflexible processing style by effortful and controlled processing. Results of five experiments revealed that avoidance motivated individuals can be as creative as approach motivated individuals, but only when creativity is functional for goal-achievement, motivating them to exert extra effort. We found that approach motivation was associated with cognitive flexibility and avoidance motivation with cognitive persistence, that creative tasks are perceived to be more difficult by avoidance motivated individuals, and that they felt more depleted after creative performance. Finally, creative performance of avoidance motivated individuals suffered more from a load on working memory.

Poster 31

Long-term success as a runner: Intrinsic vs. extrinsic motivation.

Bob Pulvermacher (Northern Illinois University), Amanda M. Durik (Northern Illinois University), Stephanie Orbon (Northern Illinois University), & Thomas Aicher (Northern Illinois University)

Self-Determination Theory states that being overly involved with external rewards diverts from internal rewards, and can ultimately hinder well-being. The following study divides long-term runners (N = 152; 70% women) into those motivated by obligation to run (individuals who feel extrinsic motive to run) and those who have a commitment to running (internal motive drives desire to run.) Weight Concerns and Competition correlated positively with obligation (but not commitment) to run, while Internal Personal Goals (intrinsic) were positively associated with Commitment (but not obligation). Being an internally motivated runner significantly predicted both miles run ($b = .36$, $t(144) = 3.99$, $p < .001$) and perceived ability to bounce-back from running-related setbacks ($b = .26$, $t(141) = 2.62$, $p < .05$), while obligation did not significantly predict either ($p > .05$, ns).

Poster 32

Are all goals created equal? Relationship goals may be resistant to progress-induced switching.

David R. Kille (University of Waterloo), Richard P. Eibach (University of Waterloo), & Grainne M. Fitzsimons (Duke University)

Are all goals created equal? We examined whether interpersonal goals (e.g., improving one's relationship) are less resistant to "goal switching" than intrapersonal goals (e.g., improving one's academics). Goal switching—i.e., shifting focus from one goal to another—often occurs when people feel they have made sufficient progress towards a goal. Such feelings can result from considering past (vs. future) goal actions to an important goal (Koo & Fishbach, 2008) or by explicitly framing one's

actions as progress (vs. commitment; Fishbach & Dhar, 2005). In Study 1, participants who considered past (vs. future) relationship-goal actions indicated greater motivation to invest in their relationship. In Study 2, men (but not women) who listed a relationship goal that we framed in terms of progress (vs. commitment) at time 1 reported having put more effort into the goal at time 2. We suggest that coasting on past progress may be taboo for relational goals.

Poster 33

Promotion focus, prevention focus, and romantic relationships.

Chris Roney (King's University College at the University of Western Ontario) & Iwona Przedzik (King's University College at the University of Western Ontario)

Regulatory Focus Theory (RFT) differentiates prevention focus (focus on safety, responsibilities, necessities) and promotion focus (focus on hopes, accomplishments, gains). This study examined how these motivational differences predict romantic relationship behavior. 85 undergraduate students completed a questionnaire asking about their past relationships (number and length), a self-report measure of regulatory focus (Higgins, Friedman, Harlow, Idson, Ayduk, & Taylor, 2001), and a measure of relationship satisfaction (Spanier 1976). As hypothesized, prevention focus predicted fewer past relationships, and promotion focus predicted more. Promotion focus also predicted a shorter duration for the longest past relationship. There was also a marginally significant trend for promotion focus to predict greater relationship satisfaction. These results demonstrate the relevance of broad motivational tendencies for relationship behavior.

Poster 34

The relationship between negative symptoms, intrinsic motivation and cognition in enhancing learning outcomes in Schizophrenia.

Elaina Montague (Baruch College)

The study aim was to determine if intrinsic motivation is a divergent construct from amotivation and explore how symptoms, cognitive skills, and motivation contribute to learning outcome for patients with schizophrenia. We hypothesized that H1: amotivation would be inversely correlated with intrinsic motivation, H2: amotivation would be inversely correlated with visual motor ability and learning, H3: pre-post changes in amotivation would be associated with pre-post changes in learning. We studied 23 psychiatrically stable adults with schizophrenia enrolled in a computer-based arithmetic learning program. Baseline amotivation scores were inversely correlated with baseline task effort ($p = .012$) but not the core construct of intrinsic motivation ($p = .119$). Additionally, baseline amotivation scores were inversely correlated with visual motor performance ($p = .010$), and in turn, better baseline visual motor performance was correlated with greater arithmetic learning ($p = .037$). However, change scores in amotivation were not correlated with changes in the degree of arithmetic learning ($p = .116$). Methods on how Cognitive Remediation programs may improve treatment outcomes by targeting amotivation through visual motor ability and effort will be discussed.

Poster 35

Feeling blue: The effect of depression on attention and executive functions in overweight adolescents.

Marlies Pinnow (Ruhr-University Bochum)

Introduction: Numerous studies of overweight children and adolescents have shown differences in attention and executive functions. We advance these findings in overweight adolescents in comparison to healthy controls by studying the functioning of various components of attention using the Attention Network Test (ANT). This test enables us to look at separate attention networks engaged in "alerting," "orienting," and "conflict." In addition, we investigate the modulating effect of depression on these networks.

Methodology: The sample comprised 19 adolescents with a mean age of 14.9 years (11 girls, 8 boys). In addition to using the ANT, depression was measured using the depression inventory for children and adolescents (Stiensmeyer-Pelster et al., 2000).

Results: Overweight adolescents exhibited reduced "alerting" and "conflicting" functions in comparison to adolescents of normal weight. They also exhibited significantly increased depression ($t(17)=1.771$; $p<.05$ (one-sided)). Additionally, the depression score in the overall sample correlates significantly with an impaired "alerting" function ($r=.392$; $p<.05$).

Summary: The study shows associations between the functioning of the attention networks and depression, thereby suggesting new perspectives for research on the interactions between various mechanisms in the development and perpetuation of overweight in adolescence.

Poster 36

Regulatory focus and serious games: A quasi-experimental study.

Carrie Heeter (Michigan State University), Yu-Hao Lee (Michigan State University), Brian Magerko (Georgia Tech University), Carrie Cole (Michigan State University), & Ben Medler (Georgia Tech University)

This study tested the effects of regulatory focus on how players approached a serious game. The regulatory focus and gameplay of 178 university students were measured using a quasi-experimental design with surveys and server-based behavioral data. Results showed that regulatory focus not only affected playstyle approaches, but also affected commitment level and attention to learning feedback. Implications for using serious games are discussed. Regulatory fit theory proposes that promotion focus emphasizes gains and achievements. And prevention focus emphasizes non-loss and obligations. Results showed that prevention focused players used a vigilant approach, taking more time before each move and they rarely played for more than the minimum required duration. This suggests they either played as little as possible to reduce loss or that their emphasis on obligations caused them to comply carefully with study instructions. Additionally, prevention oriented individuals did commit more time to learning feedback, which could improve learning effects.

Poster 37

I'll do it later! : The impact of high availability of means on goal pursuit.

Soraya Lambotte (University of Chicago) & Ayelet Fishbach (University of Chicago)

There has been much literature demonstrating that "too much" choice increases the difficulty of making a decision, thereby leading individuals to postpone doing so. In the current research, we propose an additional mechanism for such behavior: individuals engage in "self-loading" and are optimistic, deferring easy choices when there are many means available to complete a goal and they are all equally viable. Across four experiments, we show that when faced with many means to complete a goal (e.g. number of choice options, possible times for pursuit, and images through priming), individuals devalue the goal in the present and postpone engaging with it ("self-loading"), while being more optimistic about eventually completing it.

Poster 38

Winning, losing, and empathy: Differences in power motivation and testosterone levels affect men's aggression, empathic accuracy, and personal distress following competition.

John G. Vongas (John Molson School of Business, Concordia University)

This paper applies evolutionary biological theory (Archer, 2006) and psychological theory of power (Keltner, Gruenfeld, & Anderson, 2003) to argue that men who compete for social status through competition will exhibit changes in their testosterone (T) levels, and that this relationship will be moderated by men's implicit power motivation. Second, it purports that men's fluctuating T following victory or defeat will affect their reactive and proactive aggression, and the extent to which they accurately judge others' emotions (empathic accuracy) and experience anxiety while witnessing others' distress (personal distress). Using three laboratory experiments and data showing that men's T levels vary according to status acquisition or loss, and that rising T levels are associated with decreases in empathy, this is the first ever research to demonstrate how male-male competition can lead to unempathic behaviors, judgments, and feelings. Practical implications for management and the workplace and future directions for researchers will be discussed.

Poster 39

Understanding why students with academic-contingent self-worth underperform on high-stakes tests.

Jason S. Lawrence (University of Massachusetts Lowell), Lyneth Torres (University of Massachusetts Lowell), Allegra Williams (University of Massachusetts Lowell), & Daniel Bach (University of Massachusetts Lowell)

This research sought to understand why students who base their self-worth on academics underperform on high-stakes tests. Study 1 showed that on an ability-diagnostic test, the more students based their self-worth on academics the higher their anxiety and underperformance. There was also evidence that anxiety mediated the link between students' academic-contingent self-worth and underperformance. The next two studies showed that these students are more vulnerable to anxiety and underperformance because they seek to demonstrate ability rather than avoid demonstrating inability. Specifically, when students thought they would take a test that revealed high math ability, the more they based their self-worth on academics the higher their anxiety (Study 2) and the worse they performed (Study 3). When the test supposedly revealed low ability, there was no link between students' academic-contingent self-worth and these outcomes. These results can help educators create academic environments that reduce anxiety and underperformance.

Poster 40

The cost of comparison: Performance goals predict poorer rebound from failure in math for females but not males.

Jennifer Mangels (Baruch College, City University of New York), Laura Deering (Baruch College, City University of New York), & Catherine Good (Baruch College, City University of New York)

Mangels et al. (2011) found that stereotype threat not only impaired females' performance on a math task, but also created a significant relationship between their neurocognitive response to error feedback and their ability to optimally utilize a math tutor to correct that error on a subsequent test. This relationship was not present under nonthreat. Although neutralizing stereotype threat often eliminates gender differences in math performance, a female who strongly endorses normative performance goals may still experience differentially poor outcomes when environmental cues suggest their ability is lacking. Using the same math task as in Mangels et al. (2011), we found that under nonthreat conditions, normative performance goals indeed influenced females' but not males' response to negative feedback and learning in math. For males, goals still mattered, but the response to both competence feedback and learning opportunities were influenced primarily by the strength of their motivation toward challenge and mastery.

Poster 41

Framing a task as performance or mastery-oriented influences the neurocognitive substrates of successful error detection and correction in a challenging declarative memory task.

Sylvia Rodriguez (Mindset works, Inc and Columbia University), Jennifer Mangels (Baruch College, City University of New York), Belen Guerra-Carrillo (Baruch College, City University of New York), & E. Tory Higgins (Columbia University)

Two qualitatively different achievement motivations have been identified as influencing students' academic outcomes: performance and mastery goals. Performance goals emphasize demonstration of academic competence, particularly in comparison to others, and have been associated with poorer achievement outcomes, at least when oriented toward avoidance of poor performance. Mastery goals emphasize the development of competence and have been linked to more positive outcomes. In the present study, we used event-related potentials (ERPs) to measure how framing a challenging general knowledge retrieval task as performance- or mastery-oriented modulated students' response to competence feedback and subsequent opportunities to learn the correct answer. The distribution of neural activity associated with successful encoding supported the view that mastery framing promotes deeper engagement with learning in response to failure than does performance framing. Furthermore,

subsequent memory effects under each frame were enhanced by congruence between the frame and the individual's pre-existing achievement goal, indicating value from fit.

Poster 42

On the one hand, and on the other: The effect of embodying balance and uncertainty orientation on the confirmation bias.

Jeff Rotman (University of Western Ontario), Richard Sorrentino (University of Western Ontario), & Yang Ye (University of Western Ontario)

The moderating effects of embodied cognition and uncertainty orientation were examined in relation to the confirmation bias. Specifically, the alternate movement of both hands, palms up, which often accompanies the expression "on one hand, and on the other," relating to the weighing of an argument was manipulated. Uncertainty Orientation distinguishes between people who are uncertainty-oriented (UOs), that confront uncertainty with the intention of resolving it; and people who are oriented toward certainty (COs), in that they attempt to maintain certainty, by creating a predictable environment. Significant interactions were found between uncertainty orientation and the embodiment manipulations for selective exposure and biased reasoning. Further examination revealed that the embodiment manipulation had a significant effect on UOs, whereby they increased their search for incongruent information and rated information less biasedly, and this difference was greater than for Cos.

Poster 43

Does the implicit achievement motive moderate the priming effect of achievement primes?

Stefan Engeser (University of Trier)

As the priming of achievement behavior has attracted considerable research interest, we attempted to understand this effect more deeply. We presented achievement words in running text as primes and measured performance in concentration tasks. We additionally manipulated feedback and measured the implicit achievement motive. Our expectation was that the priming effect would be more pronounced in the feedback condition and for individuals high in the achievement motive. Results (N = 104) show that for feedback, the performance was higher for individuals high in the achievement motive, but we were unable to confirm that feedback and the achievement motive moderate the priming effect. In a second experiment (N = 154), feedback was differentiated according to the social and individual reference norm. We expected a stronger priming effect for the social reference norm, and first analyses confirmed this. More detailed analyses are presented as well as the results for the achievement motive.

Poster 44

Domain psychological need satisfaction as antecedent of setting autonomous goals in important life domains.

Marina Milyavskaya (McGill University) & Richard Koestner (McGill University)

Previous research has shown that people try harder and are more likely to attain autonomous rather than controlled goals (Sheldon & Elliot, 1998). The present research examined what determines whether people set autonomous or controlled goals in the first place. Since the satisfaction of the three basic psychological needs (autonomy, competence, relatedness) is thought to facilitate the integrative process (Ryan, 1995), we expected that goals set in a need satisfying domain would be more autonomous than those set in a domain in which the needs are not met. Three studies were conducted using experimental, daily diary, and longitudinal methods. Across all three studies, we show that people set more autonomous goals in domains in which they experience greater psychological need satisfaction, resulting in more successful goal pursuit and greater likelihood of goal attainment. Additionally, we find that people's ongoing motivation towards their goals fluctuates with changing levels of need satisfaction.

Poster 45

Autonomous motivation for parenting: Associations with well-being and optimal parenting practices.

Tomas Jungert (Linköping University, Linköping, Sweden and McGill University), Renée Landry (McGill University), Richard Koestner (McGill University), Mireille Joussemet (Université de Montréal), Geneviève Mageau (Université de Montréal), & Isabelle Gingras (McGill University)

The present investigation examined motivation for parenting and some of its correlates in parents and children. The data came from a sample of 500 parents who provided self-report data about their motivation in their parenting role as well as reports of role satisfaction, parental competence, child temperament, and parenting styles. Factor analyses revealed two distinct factors reflecting autonomous and controlled forms of parenting motivation. Autonomous motivation refers to investing in the parenting role because it is interesting and meaningful whereas controlled motivation refers to investment based on external or internal pressures. While autonomous motivation was associated with higher self-ratings of parental competence, role satisfaction, higher positive mood and life satisfaction, controlled motivation was negatively related to these well-being indicators. Autonomous motivation was also positively related to an optimal parenting style (authoritative; autonomy-supportive). The present findings highlight the heuristic value of assessing why parents invest themselves in the parenting role.

Poster 46

The differential relations of academic motivation types on school achievement and persistence.

Geneviève Taylor (Université de Montréal and McGill University) & Richard Koestner (McGill University)

Narrative reviews show that autonomous motivation, in contrast to controlled motivation, leads to positive academic adjustment (Guay, Ratelle & Chanal, 2008). However, few studies have examined these variables longitudinally. The present investigation focused on the differential relations between academic motivation types, achievement, and persistence in different samples using controlled longitudinal designs. First, a meta-analysis demonstrated consistent positive relations between autonomous motivation and school outcomes, and weak relations between controlled motivation and these outcomes. Results of two longitudinal studies of high school (N = 249) and junior college science students (N = 638) showed that intrinsic motivation (the prototype of autonomous motivation) significantly predicts increases in achievement and in persistence over time. Moreover, internally controlled motivation was negatively related to outcomes, but only for junior college students. Overall, results suggest that autonomous motivation is most beneficial for academic adjustment and highlights the negative role of internally controlled motivation.

Poster 47

Autonomous motivation to lead: How transformational leaders promote self-determined regulation in subordinates - A multi-cultural investigation between China and Canada.

Zheni Wang (Concordia University, McGill University) & Marylène Gagné (Concordia University, McGill University)

Empirical evidence from various work settings have shown that autonomous motivation, the highly volitional, self-determined motivation proposed by self-determination theory (SDT; Deci & Ryan, 1985, 2000), predicts desirable outcomes (Deci, Connell, & Ryan, 1989). It is thus surprising to find out a dearth of research on autonomous motivation to lead since this individual difference is likely to influence the quality of leadership behaviour. Synthesizing the theories of transformational leadership (Bass, 1997) and SDT, this research investigated the whether leaders' autonomous motivation to lead promotes subordinates' self-determined regulation through the mediating role of transformational leadership across two culturally specific samples from China and Canada. Results, using structural equation modeling, showed that this model fit the data for each country. Moreover, the constructs were

equivalent for both countries, but country moderated the paths of the model. Implications for management practice and limitations are discussed.

Poster 48

The role of autonomous motivation in predicting turnover intentions for contingent workers.

Joseph A. Carpini (Concordia University, McGill University) & Marylène Gagné (Concordia University, McGill University)

Over the past three years, there has been a trend in Canada toward contingent workers (Statistics Canada, 2011). Given this trend, organizations are more likely to spend substantial amounts of money on training as high job insecurity and turnover are prevalent. The current research project seeks to better understand turnover intentions in contingent workers utilizing the self-determination theory (Deci & Ryan, 1985). The study used a sample of 54 participants (n = 32 females) who completed one questionnaire containing measures of motivation, and turnover intentions. It was hypothesized that while both amotivation and controlled motivation would positively predict employees' intentions to quit, autonomous motivation would have the opposite effect. Surprisingly this hypothesis was not supported, such that controlled motivation predicted decreased intentions to quit ($t = -4.202, p < .001$). The theoretical and practical implications are discussed in light of a growing contingent workforce.

Poster 49

The relationship between work and sport motivations: A test of the hierarchical model of motivation.

Joseph A. Carpini (John Molson School of Business), Marylène Gagné (John Molson School of Business), & Theresa Bianco (John Molson School of Business)

There is substantial evidence in work and sport motivation research demonstrating the relationship between basic need satisfaction, as outlined in the Self-Determination Theory and autonomous motivation (Deci & Ryan 1985). While the trend in previous research has been to examine one context at a time, the present study implemented the Hierarchical Model of Motivation proposed by Vallerand (1997) to examine the two contexts of work and sport concurrently within the same individual. The study used a sample of 42 participants (males = 21) who worked at least 30 hours per week and practiced a sport at least once a week. Participants completed global, work and sport measures at three time points. Results revealed moderate correlations between need satisfaction in one context and autonomous motivation in the other; however, regression analyses did not support cross-over effects. The results speak to the expansion of our understanding of global and contextual motivations.

Poster 50

Motivated affiliations - Social motives predict interest and implementation of relational models.

Matthias Strasser (Technische Universität München) & Steffen Giessner (Rotterdam School of Management)

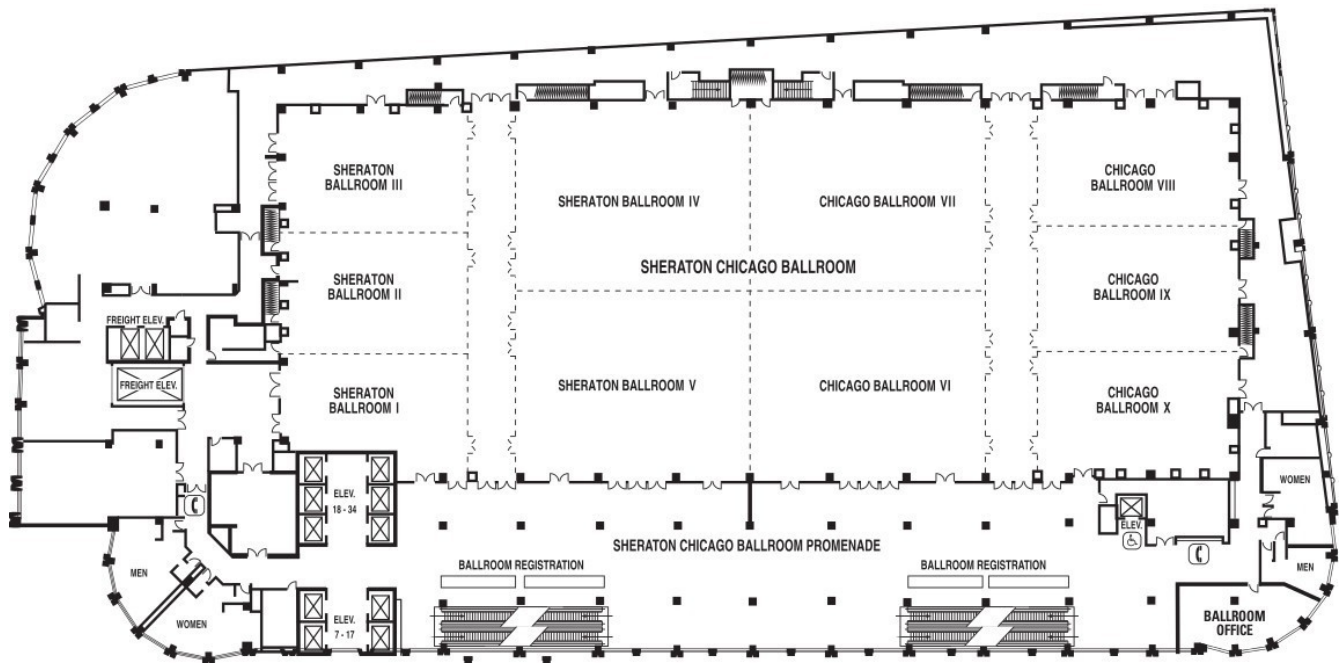
Human social cognition and behavior is affected by both individual attributes and relational characteristics of individuals and groups (Fiske & Haslam, 1996). Fiske (1992) described the interrelation of the basic relational models *communal sharing, authority ranking, equality matching, and market pricing* and the social motives *need for achievement, need for affiliation, and need for power* (McClelland, 1987). In a series of field and laboratory studies we provide first empirical evidence for the proposed specific interrelations measuring each construct with a variety of established instruments. In a longitudinal study with student work teams, implicit social motives predicted the desire to implement specific relational models and the perceived manifestation of relational models within the work team. Relational models were, in turn, able to predict satisfaction and identification with the work team as well as interpersonal helping and relational conflicts.

Floor Plan

The invited presentation, symposia, poster session, opening remarks, and SSM Members Meeting will take place in the following meeting spaces:

- Sheraton Ballroom II
- Sheraton Ballroom III
- Sheraton Ballroom V

All three meeting spaces are located on the Ballroom level.



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