MOTIVATION & GOALS

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In your work, what do you want youth to be motivated to do?

What barriers do you see?
WHEN AND HOW DO YOUNG PEOPLE’S ACADEMIC, SOCIAL, AND HEALTH GOALS INSPIRE ACTION?
MOTIVATION: NOT JUST FOR KIDS!

**Chloe Allen** @chloe_d_allen · Jun 9
I just realized I have two songs on my workout playlist titled "Misery" and if that isn't my subconscious telling me something I don't know what is.
#motivationfail

**Erasmuss** @erasmussik · 6 Apr 2016
I've been reading a lot on morning routines of successful people. Sadly, they all involve waking up early. #MotivationFail #Sleepy

**@AnnaHylton** · 8 Jan 2016
unfortunately when my phone tells me "time to stand up" I get up and go to the fridge 😩
#motivationfail #1stworldproblems
WEBINAR PLAN

1. Useful Definitions
   a. Motivational Theories

2. Individual Characteristics & Beliefs related to Motivation
   a. Developmental Patterns
   b. Traits
   c. Mindsets

3. Designing Contexts that Support Motivation

Motivation isn’t just about individuals, it’s about their context.
MOTIVATIONAL THEORIES
Over the next few days, which group(s) spent the least amount of time drawing?

A) Expected reward
B) Surprise reward
C) No reward
D) A & B

(Lepper, Greene, & Nisbett, 1973)
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TYPES OF MOTIVATION

- **Intrinsic**: motivation due to inherent interest or enjoyment
- **Extrinsic**: motivation due to a separable outcome, such as a reward or punishment
- “Overjustification Hypothesis”
Extrinsic:
External
• Extrinsic rewards or punishments
• Compliance or reactance

Extrinsic:
Somewhat External
• Focus on approval from self or others
• Acting to maintain self-esteem

Extrinsic:
Somewhat Internal
• Conscious valuing of activity
• Self-endorsement of goals

Extrinsic:
Internal
• Action is congruent with one’s values & needs
• But still pursued for an instrumental value

Intrinsic
• Interest/enjoyment
• Inherent satisfaction

(Deci & Ryan, 2000)
SELF-DETERMINATION THEORY
(DECi & RYAN, 1985; 2000)

Three Basic Needs: Autonomy, Competence, Relatedness

Self-determination Theory (Deci & Ryan, 1985; 2000)
https://www.youtube.com/watch?v=3sRBBNkSXpY
GOAL ORIENTATION THEORY

<table>
<thead>
<tr>
<th>Mastery</th>
<th>Performance</th>
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<tr>
<td>• Master new skills</td>
<td>• Demonstrate ability</td>
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<tr>
<td>• Gain knowledge</td>
<td>• Social comparison</td>
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• Performance goals aren’t necessarily bad:
  – Worrying about AVOIDING learning failures or doing worse than others is generally unhelpful
  – Focus on your relative achievement performance can be useful, but focus on “self-presentation” is not

(Senko, Hulleman, & Harackiewicz, 2011)
Motivation is sparked by tasks with high:

**Expectancy**
- Ability / Self-efficacy
- Do I expect to be successful?

**Value**
- Benefit
- Are there benefits to performing this task?

(Eccles, 1993; Eccles et al., 1983)
MOTIVATION OCCURS WHEN...

1. We have some autonomy to choose, we can observe increases in our competence, and we feel a link to a group or identity

2. We wish to master a skill (or perform better than other peers)

3. We believe we can succeed & we value the outcome
INDIVIDUAL CHARACTERISTICS & BELIEFS
How does motivation change across adolescence?
A. Increases
B. Decreases
C. Stays the same
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MOTIVATIONAL DEVELOPMENT

How does motivation change across adolescence?

(Gnambs & Hanfstingl, 2016)
• Grit: Passion & perseverance for long-term, meaningful goals
• Grit is associated with educational attainment, grades, and persistence in a rigorous military-training program (Duckworth et al., 2007)
MINDSET

• Traits are fixed and stable.
• Suggests that you have little control over your traits, you’re stuck with what you’ve got.

(Dweck, Chiu & Hong, 1995; Molden & Dweck, 2006)

• Traits are malleable.
• Suggests that you can control your traits and increase your ability.
He got an A on the test and he didn’t even have to study!

He shot 50 baskets every night for months and now his game is amazing!
INTERPRETING FAILURE

What’s the best way to increase my ability?

Do I have the ability required?

GROWTH

Failure indicates an ineffective strategy or approach

FIXED

Failure reflects a lack of personal ability
If I **agree** (vs. disagree) that “you can’t change people who are jerks in school,” when I experience bullying, I am:

A) More likely to be angry and depressed.

B) Less likely to be angry and depressed.
MINDSET & SOCIAL GOALS

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MINDSET & SOCIAL GOALS

• Mindsets also shape how we view others’ traits
  – Everyone is either a winner or a loser in life.
  – You can’t change people who are jerks in school.

• Fixed theories about social traits predict responses to social adversity

(Yeager, Trzesniewski, Tirri, Nokelainen & Dweck, 2011)
MOTIVATIONAL SETTINGS
SUPPORTING COMPETENCE

• Optimal challenge
• Constructive feedback
  – Supports feelings of competence & self-efficacy
• Ability to detect progress over time
MOTIVATING PRAISE

• Did they get closer to their goal?
• Did they try a new strategy?
SUPPORTING AUTONOMY

• Built environments can support autonomy
  – Exercise & neighborhoods with parks and well-maintained sidewalks (Gay, Saunders, & Dowda, 2011)

• Offering choices
• Offering meaningful explanatory rationales
• Perspective-taking
  – What are youth’s intrinsic interests?
  – Acknowledge & engage with negative affect among youth
• Reminding youth about their purpose in life can help improve engagement (Yeager et al., 2014; Burrow et al, in press)
• May bring to mind direct or indirect value of tasks at hand
SUPPORTING RELATEDNESS

• Cooperative learning
• Building feelings of belonging through group connection & community
• Promote feelings of identity-congruence
  – Do people like me succeed at this? Care about this?
  – Role Models, Peer Mentors
FRAMING CHALLENGE IN HELPFUL WAYS

What messages can help?

1. You may feel anxious or worried, but that’s your body responding to challenge
2. Difficulty is a sign that you’re doing something important (“No pain, no gain”)
3. Mistakes are learning opportunities

(Jamieson et al., 2010; Oyserman & Destin, 2010; Boaler, 2016)
SUMMARY

Motivation isn’t just about individuals, it’s about their context.

- Competence
- Growth Mindset (Praise)
- Autonomy
- Purpose
- Relatedness/Belonging
- Interpretations of Challenge
QUESTIONS? COMMENTS?

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