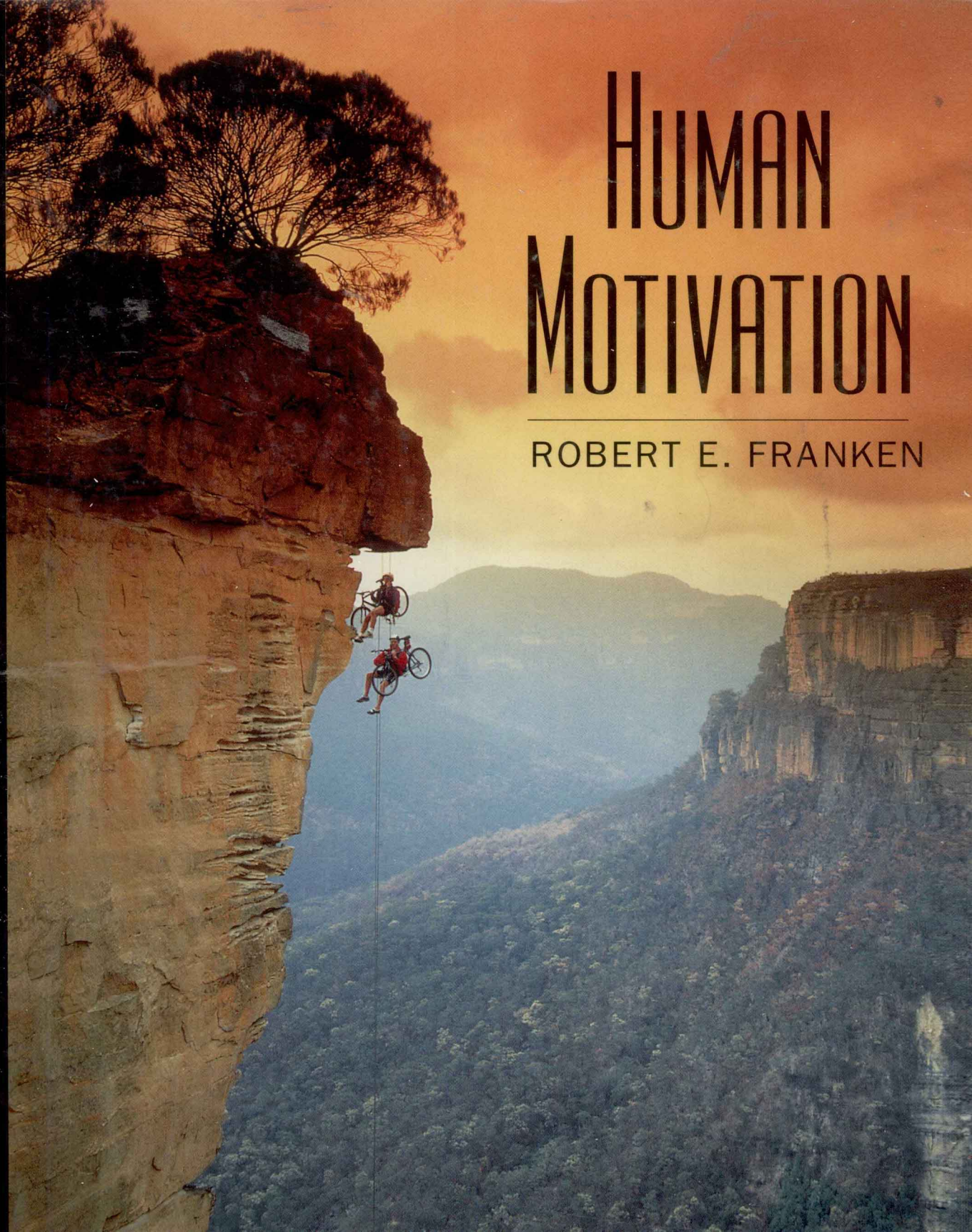


F I F T H E D I T I O N

HUMAN MOTIVATION

ROBERT E. FRANKEN



Fifth Edition

Human Motivation

Robert E. Franken

University of Calgary

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Cover Design: Vernon T. Boes
Cover Photo: Mark Cosslett
Print Buyer: Nancy Panziera
Compositor: TBH Typecast, Inc.
Printing and Binding: R.R. Donnelley & Sons, Crawfordsville

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Printed in the United States of America
10 9 8 7 6 5 4 3 2 1

Library of Congress Cataloging-in-Publication Data

Franken, Robert E.,
Human motivation / Robert E. Franken. — 5th ed.
p. cm.
Includes bibliographical references and index.
ISBN 0-534-55530-6
1. Motivation (Psychology). I. Title.

BF503.F7 2002
153.8—dc21

2001046471



Preface

For centuries, scholars from diverse backgrounds and disciplines have speculated about what motivates humans. Explanations have ranged from those that suggest that human behavior is totally determined—such as by our genetic structure—to those that suggest that humans have complete control over their destiny because they have a will. These diverse explanations were not subjected to any scientific scrutiny until the beginning of the twentieth century. As a result, we now have a much clearer understanding of what motivates humans. It turns out that we are not born to play out predetermined roles in this universe, nor do we have complete freedom to do what we want. We are limited by our biology, but, interestingly, we are also limited by our failure to dream because thoughts do make a difference. Sometimes by making small changes we alter the course of our own behavior and, at least to some degree, alter the course of behavior of others. One implication of this is that we can change the course of history—a controversial but exciting idea.

This book is divided into four parts. In Part I, we examine the major issues and organizing principles that delineate the topic of motivation. Chapter 1 starts with a discussion of the major issues and ends with a brief overview of the major theories that have been proposed to account for motivated behavior. I argue, based on empirical research, that the best way to understand motivation is to analyze various motivation systems through their primary components: biological, learned, and cognitive. In Chapter 2, we examine in detail what it means to take a components approach and what it means when we say that a behavior has a biological basis, a learned basis, or a cognitive basis. Even though it is possible to break behavior down into its various components, the behavior we observe in the end is something much more than its separate components. What we observe is something that can be com-

pared to a piece of music that comes from a number of talented musicians—each playing his or her part but perfectly attuned to what the other musicians are playing. Although we don't fully understand in many, or perhaps most, cases how these components work together, we are at least realizing that there are many players. This book will examine some of the players and, thus, will help us to begin to understand the roots of our behavior, the first step in changing our behavior.

In Part 2, we analyze several basic motivational systems from a components perspective. In Chapter 3, we examine not only why people eat but also why some people are inclined to become overweight. We look at the fascinating and perplexing question of why people who become overweight find it so difficult to shed those excess pounds. In Chapter 4, we examine the whole issue of sexual behavior: Why is it that some people are promiscuous and others are not? Why do some people stay in love but others do not? Why are some people attracted to members of the same sex but others are attracted to members of the opposite sex? In Chapter 5, we analyze peak performance. The ability to attain peak performance is often difficult because peak performance requires that we simultaneously attain an optimal state of arousal, focus our attention on the task at hand, and rid our mind of thoughts that might undermine our performance. In Chapter 6, we look at the links between alertness, ability to process information, quality of sleep, and the tendency to dream. We will look at such questions as why our ability to process information is often impaired when we don't get enough sleep or the right kind of sleep, or don't dream. In Chapter 7, we look at the question of drug use, drug abuse and addiction. Drug use seems, at least on the surface, to be maladaptive, so we examine what it is about our biology, the environment, and the way we think that leads individuals to take drugs. In Chapter

8, we examine aggression and coercive behavior. It has been suggested that one of the things that has helped us to survive as a species is our aggressive nature. How do we reconcile this with the observation that human aggression is one of society's major problems?

In Part 3, we examine the role that emotions plays in motivation. Although emotions were commonly treated in the past as distinct from motivation, the current view is that emotions play an integral role in motivation. They can both sustain and undermine goal-directed behavior, for example. That means if we are to attain the goals we have set for ourselves, we need to ensure that our emotions are contingent with our goals; otherwise, we will find it impossible to reach our goals.

In this section on emotions, we begin with a discussion of stress. Psychologists have done a great deal of work on stress and have shown that the management of stress is perhaps one of the most important things that we need to address if we want to live happy and successful lives. Research on this topic is abundant and the implications are clear. Stress not only tends to undermine goal-directed behavior, it also tends to undermine our health. Although health is not the main focus of this book, we will see that motivation and health are intimately linked.

In addition to stress, we need to learn to manage a number of other goal-incongruent emotions. In Chapter 10, we examine fear and anxiety, which have been shown, over and over, to undermine goals-directed behavior. Fear and anxiety often paralyze people into inaction. We also examine pessimism and depression. It has been shown repeatedly that people who adopt a pessimistic attitude often become depressed and that when people are depressed, their motivation virtually stops. Recent work on guilt and shame indicate again that these emotions are highly debilitating and also undermine goal-directed behavior.

The main goal-congruent emotions are happiness, hope, optimism, attachment, belongingness, and empathy. When people are happy, hopeful, or optimistic, they are inclined to work hard toward their goals. In Chapter 11, we review research that shows being happy, hopeful, or optimistic helps us to persist in pursuing our goals. One main antecedent of achievement and success, it has been found, is a willingness to per-

sist. In the course of examining goal-directed behavior, researchers have found that people who tend to succeed in achieving their goals are characterized by such qualities as relatedness. Although some people adopt the view that they do not need other people, research indicates that people who accept and develop their social skills tend to be more successful than those who do not. In addition, people with developed social skills tend to be physically and psychologically healthier. In this chapter, we will also examine the motivation for risk-taking behavior. Risk-taking behavior is a sign of positive health and adjustment, whereas its absence is a sign of neuroticism.

In Part 4, I talk about growth motivation and self-regulation. The idea that organisms are motivated toward development and growth has captured the imagination of many motivation theorists. As more and more research is being done, it is becoming increasingly clear to many theorists that humans have an innate disposition to realize their potential.

If the motivation for growth is innate in humans (and perhaps in animals to some degree), then why do people not all grow at the same rate? Why do some people succeed whereas others do not? Why do some people have big dreams but others do not? The answer is starting to emerge. Not all people are equipped to the same degree with the ability to do at least two things: to manage and to set goals. The new focus in motivation is that people need to learn how to manage their emotions (such as the emotion of self-doubt), and they need to learn how to set appropriate goals. The exciting thing is that people can be taught these skills. This new focus for motivation has been dubbed the self-regulation of motivation.

In Chapter 12, we examine the early work on growth motivation that came out of the research on curiosity and exploratory behavior. This early work on curiosity and exploratory behavior led theorists to suggest that organisms are characterized by a tendency toward growth. People are innately motivated to find out all they can about the world in which they live. We will also examine creativity and attempt to show that creativity develops from the motivation to discover all that life has to offer. Certain people called sensation seekers appear to be born with stronger curiosity and exploratory drives. As a result of these

strong drives, they tend, among other things, to be more creative and more unconventional. In Chapter 13, we review research showing that humans are motivated to become competent—something that has its roots in the need to control. People develop a sense of self-esteem and self-worth from their sense of competency and achievements.

Finally, in Chapter 14, we review a portion of the research on self-regulation of behavior. We examine, among other things, the principles of goal setting, the principles for managing one's emotions, and the principles for fine tuning one's goal-directed behavior. In this chapter, we look at the research pertaining to the way people can learn to manage their thinking so that they can become fully functional and fully self-actualized. We also discuss how a person can develop a fully differentiated self-concept. From a fully developed and differentiated self-concept we set difficult goals and entertain the idea that there are possible selves. In the final analysis, in developing a highly differentiated self-concept people come to achieve their true potential.

Although this book was written mainly for psychology majors, I have kept in mind that motivation is interesting to just about everyone. Over the years I have had students from business, counseling, education, engineering, nursing, physical education, and social work who took my course because they felt that knowing something about human motivation would help them in their chosen professions. Other students in such fields as art, history, and philosophy have said they simply want to know something about their own personal motivations. Because motivation courses often attract a diverse population, I have tried to make the book easily understood by readers with little back-

ground in psychology, yet challenging to those who are familiar with the subject.

Many people have contributed directly or indirectly to the preparation of this book. Students in the various motivation classes that I teach have given me the inspiration and the feedback that helped shape the organization and the content. Discussions with colleagues and graduate students have helped sharpen my thinking. To all those people, I say thank you.

I thank the reviewers who gave me many wonderful suggestions. Had I incorporated all their wonderful ideas and suggestions, this book would have been twice its present length. They are Brad Brubaker, Indiana State University; Robert Gehring, University of Southern Indiana; Donna Hardy, California State University, Northridge; Carol C. Hayes, Delta State University; Lynda Honour, California State University, Northridge; J. C. Malone, University of Tennessee; Ralph Noble, Rensselaer Polytechnic Institute; Ian Payton, Bethune Cookman College; Chryslyn E. Randell, Metropolitan State College of Denver; Jeff Swartwood, State University of New York, Cortland; and Leland Swenson, Loyola Marymount University.

I want to thank my editor, Vicki Knight, for her help and support throughout this project. Also thanks to all the people at Wadsworth in the production phase who did the figures, the layout, the cover, the permissions, the copyediting, and proofing. Their efforts are greatly appreciated.

Finally, I thank my wife, Helen, who has given me so much love and support.

Robert E. Franken

*To Helen
Ryan and Tara
Renee and Cam
Madison*

Brief Contents

***Part One* Issues and Organizing Principles in Motivation**

<i>Chapter One</i>	Themes in the Study of Motivation	1
<i>Chapter Two</i>	Components of Motivation	26

***Part Two* Analyzing Some Basic Motivational Systems**

<i>Chapter Three</i>	Hunger and Eating	56
<i>Chapter Four</i>	Passion, Love, and Sexual Behavior	84
<i>Chapter Five</i>	Arousal, Attention, and Peak Performance	114
<i>Chapter Six</i>	Wakefulness, Alertness, Sleep, and Dreams	146
<i>Chapter Seven</i>	Drug Use and Drug Addiction	175
<i>Chapter Eight</i>	Aggression, Coercive Action, and Anger	208

***Part Three* Emotions and Motivation**

<i>Chapter Nine</i>	Emotions, Stress, and Health	237
<i>Chapter Ten</i>	Goal-Incongruent (Negative) Emotions	271
<i>Chapter Eleven</i>	Goal-Congruent (Positive) Emotions	303

***Part Four* Growth Motivation and Self-Regulation**

<i>Chapter Twelve</i>	From Curiosity to Creativity	333
<i>Chapter Thirteen</i>	Need for Control, Mastery, and Self-Esteem	359
<i>Chapter Fourteen</i>	Self-Regulation of Motivation	383

Contents

Part One Issues and Organizing Principles in Motivation

Chapter One

Themes in the Study of Motivation 1

Plan of This Chapter	3
What Causes Behavior?	3
Approach and Avoidant Causes	3
■ <i>Practical Application 1-1</i>	
<i>A Hot/Cool Theory of Delay of Gratification</i>	4
Basic Themes of Contemporary Motivation Theories	5
<i>Behavior Represents an Attempt to Adapt</i>	5
<i>The Importance of Determining What Arouses and Energizes Behavior</i>	6
<i>Understanding What Governs the Direction of Behavior</i>	6
<i>Understanding Persistence</i>	7
<i>Understanding the Role of Feelings</i>	7
<i>Accounting for Individual Differences</i>	8
<i>The Question of Self-Regulating Behavior</i>	8
<i>Do Humans Have a Will?</i>	8
Theories of Motivation: A Historical Survey	9
<i>Instinct Theories</i>	9
Summary and Comment	12
<i>Need Theories</i>	13
Summary	16
Learning Theories	17
<i>Watson's School of Behaviorism</i>	17
<i>Hull's Drive Theory</i>	17
<i>Skinner's Reinforcement Theory</i>	17
<i>Social Learning Theories</i>	18
Summary and Comment	19

<i>Growth and Mastery Motivation Theories</i>	20
<i>Humanistic Theories</i>	21
Summary and Comment	22
<i>Cognitive Theories</i>	22
Summary	23
Biological, Learned, and Cognitive Forces	24
<i>Learning to Make Use of the Internet</i>	24
Main Points	24

Chapter Two

Components of Motivation 26

The Biological Component	27
<i>Origins of Human Brain Design</i>	27
<i>The Example of Temperament</i>	28
<i>Monozygotic and Dizygotic Twins</i>	29
<i>Brain Design and Motivation</i>	30
<i>Some Examples of Brain Design</i>	30
<i>The Disposition to Experience Pleasure: Reward Systems in the Brain</i>	30
<i>The Disposition to Process Information: The Reticular Activating System</i>	32
<i>The Role of Neurotransmitters in Information Processing</i>	32
Summary	34
The Learned Component	35
<i>Attention and Learning</i>	35
■ <i>Practical Application 2-1</i>	
<i>Becoming Aware of Your Biological Processes</i>	36
<i>Classical Conditioning</i>	38
<i>Instrumental Learning</i>	39

Social Incentive Theory	40
■ Practical Application 2-2	
The Need for Intention and Planning When Changing Unwanted Habits—Taking Charge Through Self-Regulation	41
Learning and Memory	41
Multiple Memory Systems	42
Hippocampal System (S-S Learning)	42
Dorsal Striatum System (S-R Learning)	42
Amygdala System (S-Rf Learning)	42
Memory and Cognition	43
Summary	43
The Cognitive Component	43
Cognitive Theories	44
The Nature of Cognitions	44
Beliefs, Attitudes, and Values	46
Cognitive Dissonance Theory	47
Implicit Theories	47
Habits, Automatic Behavior, and Cognition	48
An Example: What Causes Happiness?	48
■ Practical Application 2-3	
Becoming Mindful of Your Cognitive Processes	49
Individual Differences	50
Summary	52
An Example of a Components Approach	52
Summary	55
Main Points	55
InfoTrac® College Edition	55

Part Two Analyzing Some Basic Motivational Systems

Chapter Three	
Hunger and Eating 56	
How Do Humans Avoid Toxins	57
The Biological Component	57
The Learned Component	58
The Cognitive Component	59
Summary	59
Food Selection	59
Food and Energy: Fats, Carbohydrates, and Proteins	60
Food and Nutrients	62
Humans Evolved as Meat Eaters	62
The Biological Component	63
The Learned Component	64
The Cognitive Component	64
Summary	65
Distinguishing Between Hunger and Eating	65
Eating as a Sensory Experience	65
The Question of Overweight and Obesity	67
The Biological Component	67
Set-Point Theory	69
The Learned Component	70
The Cognitive Component	71
Summary	71
Theories of Overweight and Obesity	72
Internal-External Theory of Hunger and Eating	72
Boundary Theory of Hunger and Eating	74
Summary	77
Difficulties Confronting Dieters	77
The Biological Component	77
The Learned Component	78
The Cognitive Component	78
Health Implications of Weight Loss and Obesity	79
Summary	79
Food Sharing and Eating as a Social Event	79
The Biological Component	79
The Learned Component	80
■ Practical Application 3-1	
Some Rules for Dieting	80
The Cognitive Component	82
Summary	82
Main Points	83
InfoTrac® College Edition	83

Chapter Four

Passion, Love, and Sexual Behavior 84

Human Sexual Arousal (Passion) 85

The Biological Component 85

The Learned Component 86

The Cognitive Component 91

Summary 91

Attraction, Passion, Love, and Reproduction 92

The Biological Component 92

The Learned Component 95

The Cognitive Component 96

Summary 97

■ Practical Application 4-1

Striving to Attain Consummate Love 98

Biological Differences Between Men and Women 99

The Sex Hormones 99

Summary 101

Sexual Dimorphism in the Brain 103

The Politics of Biological Difference 105

Summary 105

Sexual Orientation 106

The Biological Component 106

The Learned Component 108

The Cognitive Component 110

Summary 112

Main Points 112

InfoTrac® College Edition 113

Chapter Five

Arousal, Attention, and Peak Performance 114

Definition of Arousal 115

Cortical Arousal 115

The Reticular Activating System (RAS) 115

Measuring Cortical Activity 116

The Autonomic Nervous System 117

Arousal, Affect, and Performance 119

Arousal and Affect 119

Arousal and Performance 119

Arousal and Attention 122

Arousal and Selective Attention 122

Arousal and the Reorganization of Attention 122

Two Activation Systems 123

Conclusion 123

Summary 124

Challenges for Performance Theory 124

Unexplained Arousal 124

Systems Involved in Peak Performance 125

Trait Arousal (Anxiety) 126

The Biological Component 126

The Learned Social Component 128

The Cognitive Component 129

High Trait Arousal and Performance 130

Summary 130

State Arousal: Sensory Overload 131

The Biological Component 131

The Learned Component 133

The Cognitive Component 133

Dealing with Sensory Overload 134

Sensory Overload and Performance 134

Summary 134

State Arousal: Cognitive Dissonance 135

The Biological Component 135

The Learned Component 135

The Cognitive Component 135

Cognitive Dissonance and Performance 136

Summary 136

State Arousal: Evaluation Arousal 136

Test Anxiety 136

Text Anxiety and Performance 138

Summary 138

Competition Arousal 138

Evolutionary Considerations 142

Coping with Evaluation Arousal 142

Summary 142

State Arousal and Performance: Some Concluding Comments 143

Main Points 144

InfoTrac® College Edition 145

Chapter Six

Wakefulness, Alertness, Sleep, and Dreams 146

Origins of Sleep: Evolutionary

Considerations 147

Wakefulness, Sleep, and EEG Activity 148

Correlates of Sleep and Wakefulness 148

Jouvet's Model of Sleep 149

Hobson's Model of Sleep and Dreams 150

Why We Fall Asleep and Why We Wake Up 150

Individual Differences in Sleep Cycles 151

Other Sleep Rhythms 151

■ Practical Application 6-1

Adjusting to Jet Lag 151

Effects of Sleep Loss 152

Some Paradoxical Effects of Sleep Deprivation 155

Summary 155

The Function of REM Sleep 155

Paralysis During REM 155

REM Deprivation in Humans 156

The REM Rebound Effect 156

■ Practical Application 6-2

Shift Work, Sleepiness, and Catnaps 156

REM Deprivation in Animals 157

REM Sleep, Learning, and Adaptation 157

Motivation Theories of REM 158

Neural Organization Theories of REM 160

Individual Differences in the Need for REM Sleep 162

Summary 163

Dreaming 164

Hobson's Activation/Synthesis Theory 164

The Meaning of Dreams 165

Status of Theories 168

Hartmann's Theory of Sleep 168

Summary 169

Sleep Disorders 169

Insomnia 169

■ Practical Application 6-3

How to Become a Lucid Dreamer 170

■ Practical Application 6-4

Some Common Reasons for Insomnia 172

Sleep Apnea 173

Summary 174

Main Points 174

InfoTrac® College Edition 174

Chapter Seven

Drug Use and Drug Addiction 175

Evolutionary Considerations 176

Some Basic Terms and Concepts 176

Drug Addiction: The World Health Organization
Definition 176

Substance Abuse 177

Psychoactive Drugs 177

Dependency 178

Tolerance 178

Solomon's Opponent-Process Model of Tolerance 178

Withdrawal 179

Craving 179

Summary 180

Why People Become Addicted 181

Approach and Avoidant Motivation 181

A Motivational Model 181

The Initial Motivation to Use Drugs 182

The Biological Component 182

■ Practical Application 7-1

Factors That Influence Drug Use 182

The Learned Component 185

The Cognitive Component 185

Summary 185

Why Drugs Are Addictive 186

Heroin and Morphine 187

The Biological Component 187

The Learned Component 188

The Cognitive Component 190

Summary 191

Stimulants: Cocaine and Amphetamines 191

The Biological Component 191

The Learned Component 192

The Cognitive Component 193

Summary 193

The Hallucinogenics: Cannabis and LSD	194
<i>The Biological Component</i>	194
<i>The Learned Component</i>	195
<i>The Cognitive Component</i>	195
<i>Summary</i>	195
Nicotine	196
<i>The Biological Component</i>	196
<i>The Learned Component</i>	196
<i>The Cognitive Component</i>	196
<i>Summary</i>	197
Alcohol	197
<i>The Biological Component</i>	197
<i>The Learned Component</i>	199
<i>The Cognitive Component</i>	200
<i>Summary</i>	203
■ <i>Practical Application 7-2</i>	
How People Quit Addictions	204
<i>Main Points</i>	205
<i>InfoTrac® College Edition</i>	207

Chapter Eight

Aggression, Coercive Action, and Anger 208

Kinds of Aggression	209
The Traditional Definition of Aggression	210
Research on Aggression	210
<i>Early Laboratory Research</i>	210
<i>Aggression in the Real World</i>	212
New Concepts Regarding Aggression	212
<i>The Need to Control</i>	212

<i>A Working Definition of Aggression</i>	212
<i>Anger and Aggression</i>	213
<i>Summary</i>	213
Measuring Human Aggression	213
The Biological Component of Aggression	214
<i>Genetic Processes</i>	214
<i>Hormones and Aggression</i>	214
<i>Neuromechanisms</i>	216
<i>Summary</i>	218
The Learned Component of Aggression	218
<i>The Concept of Frustration</i>	218
<i>Social Learning Theory</i>	221
<i>Summary</i>	223
The Cognitive Component of Aggression	223
<i>A Model of Coercive Action</i>	223
<i>Interpersonal Violence</i>	227
<i>Summary</i>	228
Youth Violence	228
<i>The Biological Component</i>	229
<i>The Learned Component</i>	230
<i>The Cognitive Component</i>	230
<i>Summary</i>	231
Aggression and Crime	231
<i>An Integrated Theory of Crime</i>	231
<i>Aggression and Self-Esteem</i>	232
■ <i>Practical Application 8-1</i>	
Learning to Manage Anger	234
<i>Summary</i>	235
<i>Main Points</i>	236
<i>InfoTrac® College Edition</i>	236

Part Three Emotions and Motivation

Chapter Nine

Emotions, Stress, and Health 237

Emotions and Motivation	238
<i>The Definition of Emotions</i>	239
<i>The Universal Nature of Emotions</i>	239

<i>The Role of Appraisal in Emotions</i>	240
<i>Summary</i>	240
What Is Stress?	241
<i>The Definition of Stress</i>	241
<i>Stress as a Sustained Fight-or-Flight Response</i>	241
The Biological Component of Stress	242

<i>The Sympathetic/Adrenal and the Pituitary/Adrenal Responses</i>	242
<i>Stress and the Immune System</i>	244
Summary	247
The Learned Component of Stress	247
<i>Unpredictability and Stress</i>	247
<i>Learning How to Respond to Stress</i>	250
<i>Social Factors and Stress: The Workplace Example</i>	250
Summary	252
The Cognitive Component of Stress	252
<i>Problem-Focused and Emotion-Focused Coping</i>	252
<i>Situational Factors and Personal Control</i>	253
Summary	254
Moderators of Stress	254
<i>The Biological Component</i>	254
<i>The Learned Component</i>	255
■ Practical Application 9-1	
<i>Pet Ownership and Health</i>	255
■ Practical Application 9-2	
<i>Becoming a Constructive Thinker</i>	259
<i>The Cognitive Component</i>	261
Summary	262
Stress and Health	263
The Cancer Model	264
■ Practical Application 9-3	
<i>Some Rules for Dealing with Stress</i>	264
<i>The Biological Component</i>	265
<i>The Learned Component</i>	267
<i>The Cognitive Component</i>	267
Summary	269
Main Points	269
InfoTrac® College Edition	270

Chapter Ten

Goal-Incongruent (Negative) Emotions 271

Fear and Anxiety	272
<i>The Biological Component</i>	273
<i>The Learned Component</i>	275
<i>The Cognitive Component</i>	278
Summary	280

Pessimism and Depression	281
<i>The Biological Component of Depression</i>	282
<i>The Learned Component of Depression</i>	285
<i>The Cognitive Component of Depression</i>	288

■ **Practical Application 10-1**

How to Ward Off Depression 289

Summary 293

■ **Practical Application 10-2**

Cognitive Theory and Depression: Learning the Art of Constructive Thinking 294

Guilt and Shame 296

<i>The Biological Component</i>	297
<i>The Learned Component</i>	298
<i>The Cognitive Component</i>	299
<i>Negative Emotions and Goal-Directed Behavior</i>	299

■ **Practical Application 10-3**

Managing Excessive Guilt and Shame 300

Summary 301

Main Points 302

InfoTrac® College Edition 302

Chapter Eleven

Goal-Congruent (Positive) Emotions 303

Happiness 304

<i>Two Myths About the Origins of Happiness</i>	304
<i>The Biological Component</i>	306

■ **Practical Application 11-1**

Improving Human Happiness 306

<i>The Learned and Cognitive Component</i>	308
<i>Why Did Humans Evolve a Large Prefrontal Cortex in the First Place?</i>	310

Happiness and Coping 311

<i>The Biological Component</i>	311
<i>The Learned/Cognitive Component</i>	312

Summary 312

The Question of Uncertainty and Coping 312

<i>Happiness from Confronting Fear and Uncertainty: Developing a Bias for Action</i>	312
<i>The Biological Component</i>	313
<i>The Learned/Cognitive Component</i>	313

The Motivation for Thrill-Seeking 314

The Interaction of Biological, Learned, and Cognitive Variables 314

Self-Efficacy and the Dual Route to Anxiety Control 315

Self-Efficacy Theory and Thrill Seeking 317

Some Concluding Remarks 318

Summary 318

Optimism and Hope 319

The Biological Component 320

The Learned/Cognitive Component 320

Optimism and Health 321

Summary 324

The Role of Early Experience: The Question of Attachment 324

The Biological Component 324

The Learned/Cognitive Component 325

Summary 327

■ **Practical Application 11-2**

How to Become an Optimist:

The ABCDE Method 328

Main Points 330

InfoTrac® College Edition 332

Part Four Growth Motivation and Self-Regulation

Chapter Twelve

From Curiosity to Creativity 333

Curiosity and Exploratory Behavior 334

Novelty, Curiosity, and Exploratory Behavior 334

Competence and Exploratory Behavior 336

What Is the Motivation to Explore? 336

The Concept of Challenge 337

Anxiety and Exploratory Behavior 337

The Biological Component 338

The Learned/Cognitive Component 340

Intrinsic Motivation 340

Self-Determination Theory 341

Summary 342

Sensation Seeking (Thrill Seeking) 343

The Biological Component 344

■ **Practical Application 12-1**

Are You a High or Low Sensation Seeker? 344

The Learned/Cognitive Component 345

Summary 347

Creativity 348

The Biological Component 348

The Learned/Cognitive Component 349

The Process of Creativity 352

Summary 356

■ **Practical Application 12-2**

Motivating Creativity by Asking, "What If?" 356

Main Points 358

InfoTrac® College Edition 358

Chapter Thirteen

Need for Control, Mastery, and Self-Esteem 359

The Need for Predictability and Control 360

Control and Health 360

The Biological Component 361

The Learned Component 362

The Cognitive Component 362

Control and Mastery 363

Summary 363

Mastery and Achievement Motivation 363

Achievement Motivation 364

The Biological Component 364

The Learned Component 365

The Cognitive Component 366

■ **Practical Application 13-1**

Determining Your Achievement Orientation 369

Summary 370

Self-Esteem 371

The Definition of Self-Esteem 371

The Origins of Self-Esteem 373

The Perpetuation of Low Self-Esteem 374

Self-Esteem and Reactions to Success and Failure	375
The Development of Self-Esteem	375
■ Practical Application 13-2	
Managing Self-Doubt After Failure: Downward Comparison	376
■ Practical Application 13-3	
Learning Not to Overgeneralize After Failure	377
Summary	380
Main Points	381
InfoTrac® College Edition	382

Chapter Fourteen

Self-Regulation of Motivation 383

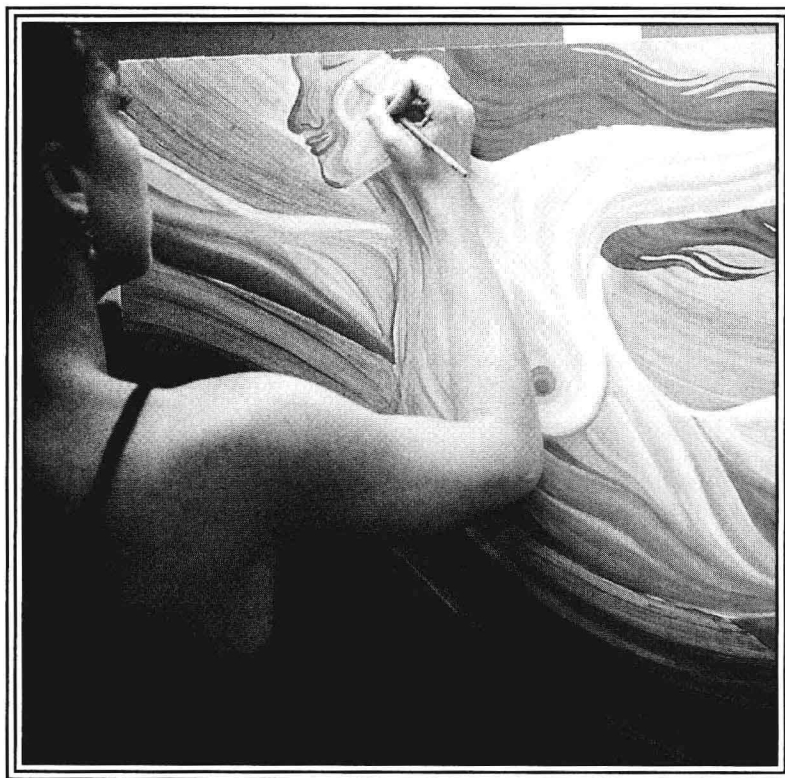
The Self-Regulation of Behavior	384
The Biological Component	384
The Learned Component	386
The Cognitive Component	386
Summary	387
Setting Goals	387
Proximal and Distal Goals	387
Setting Difficult but Attainable Goals	388
Feedback	389
Self-Set Goals, Assigned Goals, and Commitment	389

The Need for Challenging Goals	389
Discrepancy Hypotheses	390
Self-Efficacy Theory	390
Automaticity of Goal-Directed Behavior	391
The Illusion of Conscious (Willful) Control	392
Harnessing Imagination in the Pursuit of Goals	393
Dealing with Self-Doubt	394
Developing Good Thinking Habits	396
Summary	397
Self-Regulation and the Self-Concept	397
Self-Knowledge and Self-Regulatory Functions	398
Implicit Theories	401
■ Practical Application 14-1	
How to Create Possible Selves	402
Becoming a Process-Oriented Person	408
Using Reflection to Replace Rumination	409
Summary	409
Main Points	410
InfoTrac® College Edition	411

References	412
Author Index	448
Subject Index	457

Chapter One

Themes in the Study of Motivation



- *What causes behavior?*
- *Do all behaviors represent an attempt to adapt? What about drug use?*
- *Why do some people persist while others give up?*
- *Why are some people more motivated than others?*
- *Do humans have instincts?*
- *How much of our behavior is learned?*
- *Do humans have a will?*

Chris looks at his watch. It is 8 A.M. Outside the window, the sky is clear and the sun is shining; it looks like it's going to be a great day. Suddenly, his thoughts turn to mountain climbing. He imagines himself executing a difficult move, while his friend looks on in admiration. This brief fantasy gives him a warm and satisfied feeling. As he heads toward the bathroom, he notices the pile of books on his desk, and the warm feeling fades. The philosophy paper he was assigned isn't falling into place, and he isn't sure what he should do. A feeling of tenseness begins to take hold. While he brushes his teeth, his thoughts turn back to climbing. If there is one thing Chris really likes, it's climbing. He has an idea: Why not go climbing for a few hours? It would help clear his head and help get his thoughts together. Then he could finish the paper later. Impressed by that logic, Chris picks up the phone and begins dialing his friend. The warm feeling begins to return.

We are constantly faced with choices. Should we do what our heart tells us, or what our head tells us? Should we think about our future, or should we enjoy life now? Chris decided to follow his feelings, but another person might think, "If I work hard on my paper I might be able to take some time off tomorrow to do some climbing." Still another person might reason, "If I do well in my classes, I can do some climbing in the summer."

These choices can have significant consequences. For example, research shows that the ability to delay short-term gratification is an important element of achievement and success. One study found that children who were better able to delay immediate gratification at the age of 4 were more academically competent and had greater ability to deal with stress when they reached adolescence (Shoda, Mischel, & Peake, 1990). The ability to delay immediate gratification seems to be linked to some underlying personality qualities that have a genetic basis. One such quality is impulsivity. People who are high in impulsivity tend to engage in activities that have an immediate short-term appeal (Zuckerman, 1994). Accordingly, they are likely to have difficulty in delaying short-term gratification. Likewise, there is evidence that some people are attracted to novelty; anything new or different tends to capture their attention. Like impulsivity, this tendency

appears to be inherited. For example, even at 3 days old, children have been found to differ in their interest in novelty, and this difference can be linked to an enzyme that they have inherited (Sostek, Sostek, Murphy, Martin, & Born, 1981). The bottom line is that the ability to delay gratification involves something more than self-control.

The environments in which we have been raised also seem to shape our ability to delay gratification. In particular, environments that show there is a benefit to delaying gratification tend to produce children who are better at doing so (e.g., Bandura & Mischel, 1965). It makes sense that children who understand the advantage of delaying gratification in return for a later reward would tend to include that behavior in their repertoire.

What role does willpower play in this process? A growing body of research indicates that people can actively learn to take control of their lives by learning how to self-regulate (Metcalfe & Mischel, 1999). As we will see in the last chapter, self-regulation involves altering patterns of thinking. It starts with learning to self-monitor, a process that can help us to correct faulty thinking. Let's take another look at Chris. He told himself that climbing for a few hours would help clear his head, so that he could finish his paper later. Do we really believe that Chris is only going for a few hours? Is he really going to come right home afterwards, or will he and his friend celebrate their climb with a few beers? When he comes home, how likely is he to start on his paper? What about the effects of alcohol on his ability to think?

If Chris is trained to monitor his thinking carefully and to reflect on the likely outcome of his decisions, he can probably learn to delay gratification, at least to some degree. Because of his impulsive nature, he might never have as much self-control as others do; nevertheless, he should be able to gain a great deal more control. Practical Application 1-1 summarizes the hot/cool theory of delay of gratification. According to this theory, delay of gratification involves learning to create plans (narratives) to deal with the temptations we face. This theory illustrates how it is possible to integrate biological, learned, and cognitive ideas and, in many ways, is a prototype for how we will view motivated behavior in this book.