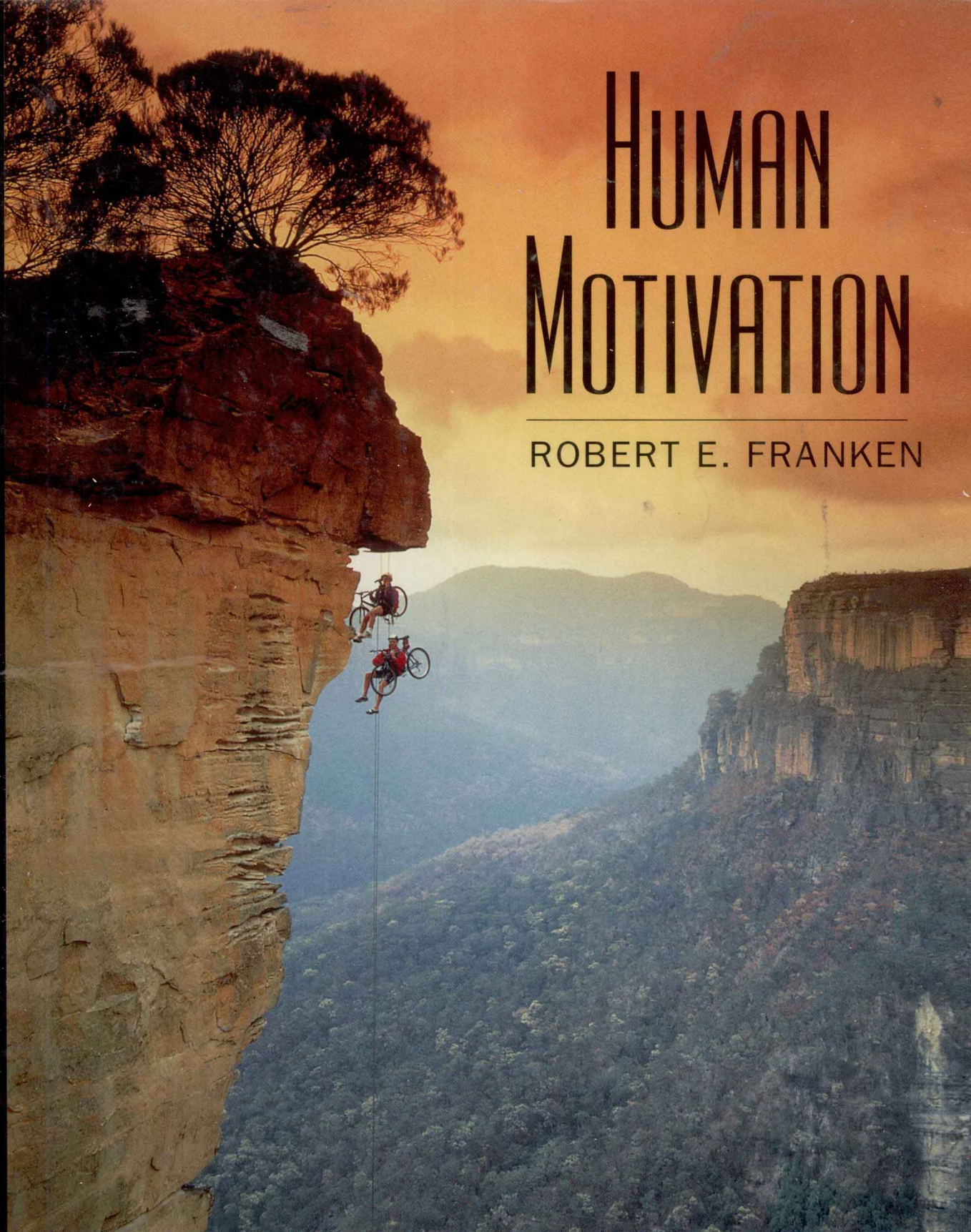
FIFTH EDITION

HUMAN MOTIVATION

ROBERT E. FRANKEN



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Robert E. Franken
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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 compared 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 ore 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 persist. 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 increasing 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 background 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.

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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

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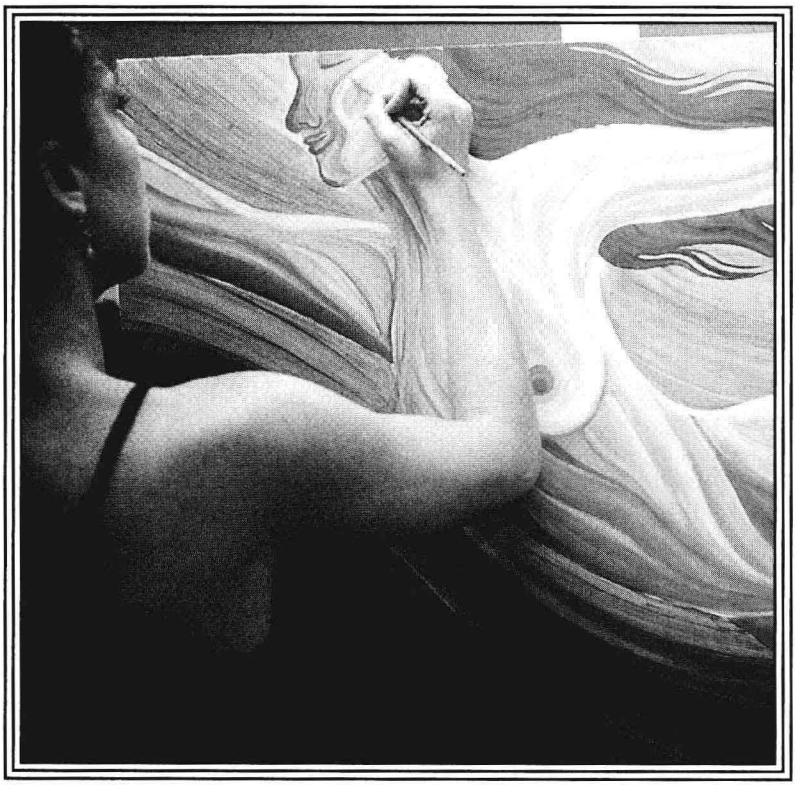
Part Two Analyzing Some Basic Motivational Systems

Part Four Growth Motivation and Self-Regulation

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.