

Personal control beliefs & the self & its strivings



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Image source
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Outline

- Motivation to exercise personal control
 - Two kinds of expectancy
 - Perceived control: Self, action, and control
- Self-efficacy
 - Sources of self-efficacy
 - Self-efficacy effects on behaviour
 - Self-efficacy or the psychological need for competence?
 - Empowerment
 - Empowering people: Mastery modeling program
- Personal control beliefs
 - Ways of coping
 - Mastery versus helplessness
 - Learned helplessness
 - Learning helplessness
 - Applications to humans
 - Components
 - Effects of helplessness
 - Helplessness and depression
 - Explanatory style
 - Criticisms and alternative explanations
- Reactance theory
 - Reactance and helplessness
- Putting it all together: Hope

Based on Reeve (2009, Ch 9, pp. 229-230)

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Overview



1. Personal control beliefs
2. The self and its strivings



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Motivation to exercise personal control: Initial assumptions and understandings

- People desire **control** over their environment so as to be able to make:
 - +ve outcomes ↑ likely and
 - -ve outcomes ↓ likely.
- **Exercising personal control** is predicated upon a person's **belief** that s/he has the power to influence results favourably.
- The strength with which people try to exercise personal control can be traced to their expectancies of being able to do so.

Based on Reeve (2009, p. 231)

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Personal control beliefs

Reading:
Reeve (2009)
Ch 10
(pp. 263-294)



Two kinds of expectancies: Efficacy & outcome

Expectancy: A subjective prediction of how likely it is that an event will occur.

Efficacy Expectations

"Can I do it?"

Expectation of being able to enact the behaviours one needs in order to cope effectively with the situation at hand

e.g., Can I do 20 mins on a treadmill, 3 x week for 12 months?

Outcome Expectations

"Will what I do work?"

Expectation that one's behaviour will produce positive outcomes (or prevent negative outcomes).

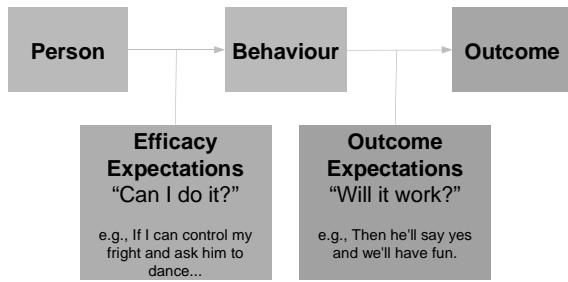
e.g., Would I lose 5 kgs as a result?

Motivation to Exercise Personal Control

Based on Reeve (2009, pp. 231-232)

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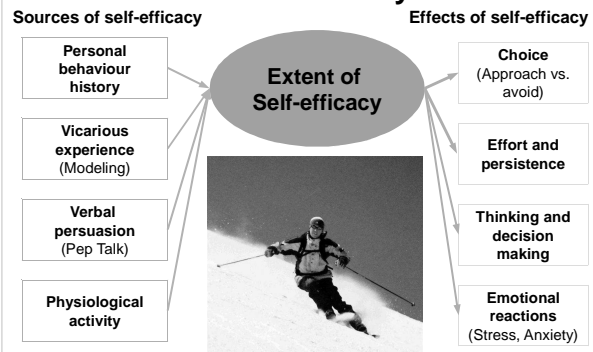
Two kinds of expectancies: Efficacy & outcome



Based on Reeve (2009, Figure 9.1, p. 232)

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Sources & effects of self-efficacy



Based on Reeve (2009, Figure 9.3, p. 235-240)

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Self → Action → Control model of perceived control

(Alternative terminology for the Personal-Behaviour-Outcome concepts)

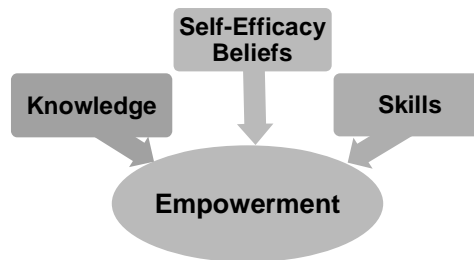


Based on Reeve (2009, Figure 9.2, p. 233)

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Empowerment

Empowerment involves possessing the knowledge, skills, and beliefs that allow people to exert control over their lives.



Based on Reeve (2009, p. 241)

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Self-efficacy

One's judgment of how well one will cope with a situation, given the skills one possesses and the circumstances one faces.

Capacity to improvise ways to translate personal abilities into effective performance.

The opposite of self-efficacy is self-doubt.

Self-efficacy predicts the motivational balance between wanting to give it a try vs. anxiety, doubt and avoidance.

Based on Reeve (2009, pp. *)

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Empowering people: Mastery modeling program

HOW TO IMPLEMENT A MASTERY MODELING PROGRAM	
1.	Expert identifies component skills involved in effective coping and measures novices' efficacy expectation on each component skills.
2.	Expert models each component skill, emphasizing the novices' most worrisome skill areas.
3.	Novices emulate each modeled skill. Expert provides corrective feedback, as needed.
4.	Novices integrate the separate component skills into an overall simulated performance. Expert introduces only mild obstacles and helps novices integrate the different skill components into a coherent overall performance.
5.	Novices participate in cooperative learning groups. One person gives a simulated performance while peers watch. As they watch, peers provide encouragement and tips. Each person takes a turn until everyone has performed multiple times.
6.	Novices perform individually in a near-naturalistic situation that features numerous and realistic difficulties, obstacles, and setbacks while the expert provides modeling and corrective feedback.
7.	Expert models confident demeanor and arousal-regulating techniques.

Based on Reeve (2009, p. 242) which is based on Ozer and Bandura (1990)

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Mastery beliefs

The extent of perceived control one has over attaining desirable outcomes and preventing aversive ones



Based on Reeve (2009, pp. 242-243)

Mastery versus helplessness

Mastery motivational orientation

- A hardy, resistant portrayal of the self during encounters of failure
- Failure feedback can be helpful and constructive information.

Helpless motivational orientation

- A fragile view of the self during encounters of failure
- Failure feedback is a sign of personal inadequacy.

Based on Reeve (2009, pp. 243-244)

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Stress and coping

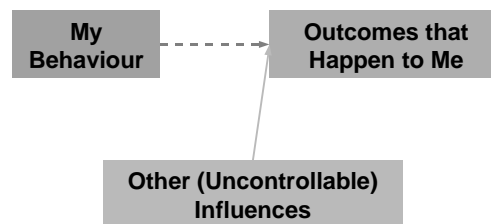
Stress occurs when the demands of a situation exceed our resources.

Coping refers to choiceful attempts to deal with stress.

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Learned helplessness

The psychological state that results when an individual expects that life's outcomes are **uncontrollable**.



Based on Reeve (2009, Figure 9.4, p. 245)

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Ways of coping

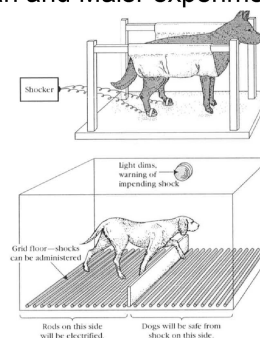
WAY OF COPING	ILLUSTRATION
APPROACH VS. AVOIDANCE	Taking action by moving toward and interacting with the problem vs. walking away from the problem
SOCIAL VS. SOLITARY	Taking action with a team of others vs. acting alone
PROACTIVE VS. REACTIVE	Taking action to prevent a problem before vs. after it occurs
DIRECT VS. INDIRECT	Taking action oneself versus enlisting the help of an intermediary who takes the direct action
CONTROL VS. ESCAPE	Take-charge approach versus staying clear of the situation
ALLOPLASTIC VS. AUTOPLASTIC	Taking action to change the problem versus taking action to change oneself
PROBLEM FOCUSED VS. EMOTION FOCUSED	Taking action to manage the problem causing the stress versus regulating one's emotional response to the problem

Based on Reeve (2009, Table 9.1, p. 243) which is based on Skinner et al. (2003) 15

Learned helplessness

Seligman and Maier experiment

How helplessness is learnt.



Based on Reeve (2009, p. 246)

Figure 9.5 Apparatus Used in the Seligman and Maier Experiment on Learned Helplessness

Learned helplessness

Results of a prototypical learned helplessness study

Experimental Condition	Phase 1	Phase 2	Results
INESCAPABLE SHOCK	Received shock, no coping response could terminate the shock	Received an escapable shock	Failed to escape from the shock
ESCAPABLE SHOCK	Received shock, pressing nose against button could terminate shock	Received an escapable shock	Quickly learned to escape shock by jumping over barrier
CONTROL, NO SHOCK	Received no shock	Received an escapable shock	Quickly learned to escape shock by jumping over barrier

Based on Reeve (2009, Table 9.2, p. 243) which is based on Seligman & Meier (1967)

Three effects of helplessness

Motivational Deficits

Decreased willingness to try "Why try?"

Learning Deficits

Acquired pessimistic set that interferes with one's ability to learn new response-outcome contingencies

Emotional Deficits

Energy-depleting emotions (e.g., Listlessness, apathy, depression)

Based on Reeve (2009, pp. 250-252)

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Learned helplessness study with humans



Authentic Feedback
(Controllable Problem)

vs.

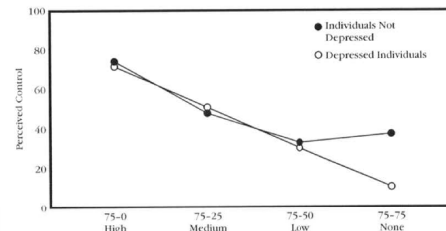
Random and Bogus Feedback
(Uncontrollable Problem)

Figure 9.6 Sample of a Problem Used in the Study of Learned Helplessness with Humans
Source: From "An Analysis of Learned Helplessness: Continuous Changes in Performance, Strategy, and Achievement Cognitions Following Failure," by C. I. Diener and C. S. Dweck, 1978, *Journal of Personality and Social Psychology*, 36, pp. 451-462. Copyright 1978 by the American Psychological Association. Reprinted with permission.

Based on Reeve (2009, Figure 9.6, p. 248)

Helplessness and depression

Perceived control judgments for depressed and nondepressed individuals



Depressed individuals had the most accurate perceptions in the no-control condition. **Non-depressed individuals** perceived they had greater control than they did.

Figure 9.7 Perceived Control Judgments for Depressed and Nondepressed Individuals

Source: From "Judgments of Contingency in Depressed and Nondepressed Students: Sadder but Wiser?" by L.B. Alloy and L.T. Abramson, 1979, *Journal of Experimental Psychology: General*, 108, pp. 441-485. Copyright 1979 by the American Psychological Association. Adapted with permission.

Based on Reeve (2009, pp. 252-253)

Three components of learned helplessness

Contingency

Objective relationship between a person's behaviour and the environment's outcomes (range: from 0 to 1)

Cognition

- Subjective personal control beliefs
- Biases
- Attributions
- Expectancies

Behaviour

Listless, demoralised coping behaviour versus assertive, active, energetic coping

Based on Reeve (2009, pp. 249-250)

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Explanatory style:

Relatively stable, cognitively-based personality orientation

Attributions vary in their locus, stability and controllability

Optimistic Explanatory Style

- Tendency to explain bad events with attributions that are unstable and controllable
- Related to the self-serving bias of an illusion of control which contributes to enhancing self-esteem and promoting an optimistic view of the future

Pessimistic Explanatory Style

- Tendency to explain bad events with attributions that are stable and uncontrollable
- Associated with academic failure, social distress, impaired job performance, physical illness, and depression

Based on Reeve (2009, pp. 253-255)

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Criticisms & alternative explanations

Criticisms

- Traumatic events themselves could induce helplessness.
- The expectation of failure induces helplessness.
- Uncontrollable events induce helplessness deficits not because they are uncontrollable but because they are unpredictable.

Alternative explanations

- People actually motivated to remain passive.
- Helplessness might fundamentally be a physiological, rather than a cognitive, phenomenon.

Based on Reeve (2009, pp. 255-256)

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Putting it all together: Hope

Agentic Thinking

Performer's perceived capacity to accomplish the goals

"I can do this."

Pathways Thinking

Performer's belief that he/she can generate multiple viable routes to desired goals

"I will find a way to get this done."

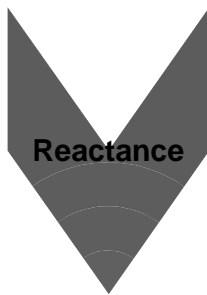
Self-Efficacy

Mastery Motivation

Based on Reeve (2009, pp. 259-260)

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Reactance theory



The psychological and behavioural attempt at reestablishing ("reacting" against) an eliminated or threatened freedom.

Based on Reeve (2009, pp. 256)

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Why do high-hope people outperform low-hope counterparts?

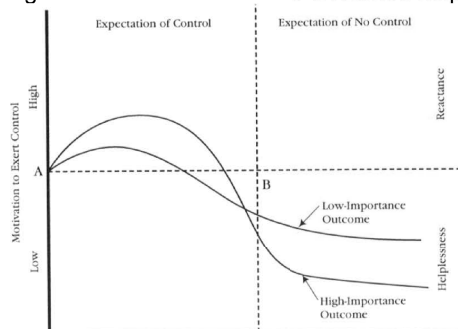
- Set specific, short-term goals
- Set mastery (learning) goals
- Rely on internal self-set goals
- Engage with intrinsic motivation
- Flexible problem-solving approach
- Determination reservoir
- Perceive meaning in life

Based on Reeve (2009, p. 260)

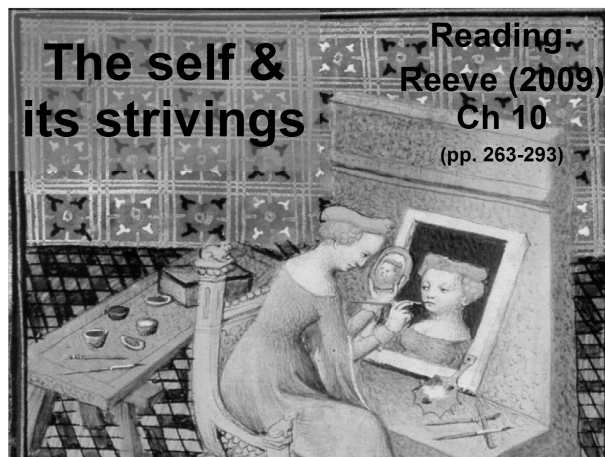
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Reactance and helplessness

Integrative model of reactance & learned helplessness



Based on Reeve (2009, Figure 9.8, p. 258)



Outline – The self and its strivings

- **The self**
 - The Problem with self-esteem
- **Self-concept**
 - Self-schemas
 - Motivational properties of self-schemas
 - Consistent self
 - Why people self-verify
 - Possible selves
 - Cognitive dissonance
- **Identity**
 - Roles
 - Identity-confirming behaviours
 - Identity-restoring behaviours
- **Agency**
 - Self as action and development from within
- **Self-concordance**
 - Self-regulation
 - Self-regulation: Forethought through reflection
 - Developing more competent self-regulation

Based on Reeve (2009, p. 263)

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Self-concept (cognitive structure)

- Set of beliefs an individual uses to conceptualise his or her self.
- Cluster of domain-specific self-schemas

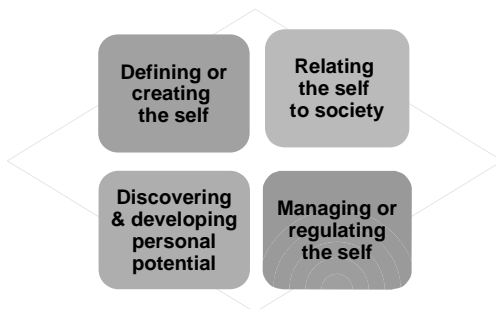
...a reflection of the invariance people have discovered in their own social behaviour.
(the way the self has been differentiated and articulated in memory)

Based on Reeve (2009, p. 268)

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The self

Four topics taking center stage



Based on Reeve (2009, pp. 264-266)

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Motivational properties of self-schemas

Consistent Self

Self-schemas direct behaviour to confirm the self-view and to prevent episodes that generate feedback that might disconfirm that self-view.

Possible Self

Self-schemas generate motivation to move the present self toward a desired future self.

Based on Reeve (2009, pp. 269-272)

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Self-constructs

Self-esteem:
general feelings of self-worth or self-value

Self-efficacy:
beliefs about one's ability to perform specific tasks

Self-confidence:
belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy.

Self-concept:
nature and organisation of beliefs about one's self.

Based on Neill (2005, <http://www.wilderdom.com/self/>)

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Benefits of well-developed self-schema

Process information about the self with relative ease.

Quickly retrieve self-related behavioural evidence from the domain.



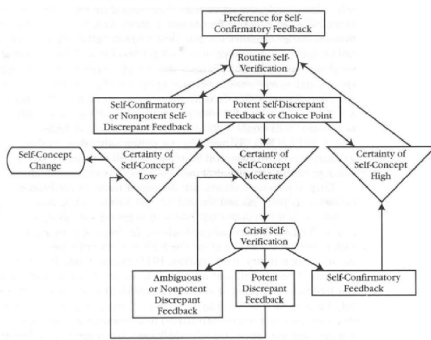
Confidently predict his own future behaviour in the domain.

Resist counter-schematic information about him/herself.

Based on Reeve (2009, pp. 268-270)

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Processes underlying self-verification and self-concept change



Based on Reeve (2009, Figure 10.1, p. 272)

Cognitive dissonance

Dissonance Arousing Situation

- New cognition or behaviour implies the opposite of an old cognition (i.e., old belief).
- Counter-attitudinal cognition or behaviour must produce aversive consequences.
- Person must accept personal responsibility for those aversive consequences.

Coping Strategies

- Remove the dissonant belief
- Reduce the importance of the dissonant belief
- Add a new consonant belief
- Increase the importance of the consonant belief

Based on Reeve (2009, pp. 276-278) **40**

Possible selves

Representations of attributes, characteristics, an abilities that the self does not yet possess.

Mostly social in origin,

as the individual observes the selves modeled by others.

The possible self's motivational role

is to link the present self with ways to become the possible (ideal) self.

An important piece of the puzzle

in understanding how the self develops

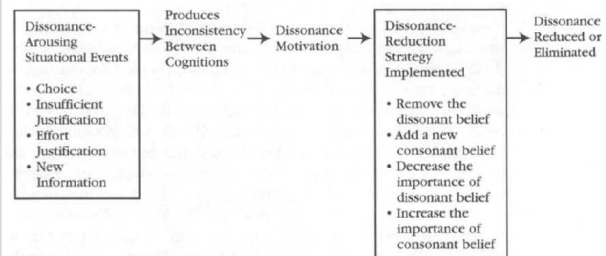
Portraying the self as a dynamic entity

with a past, present, and future.

Based on Reeve (2009, p. 273-275)

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Motivational processes underlying cognitive dissonance



Based on Reeve (2009, Figure 10.2, p. 278)

Cognitive dissonance

Cognitive Dissonance

A state of tension that occurs whenever an individual simultaneously holds two cognitions (ideas, attitudes, beliefs, opinions) that are psychologically inconsistent with one another.

Assumptions

Most people are motivated to justify their own actions, beliefs, and feelings.
People are not rational beings; instead, people are rationalising beings.

Based on Reeve (2009, p. 275-276)

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Identity (social relationship)

Identity is the means by which the self relates to society, and it captures the essence of who the self is within a cultural context.

Once people assume social roles (e.g., mother, bully), their identities direct their behaviors in ways that express the role-identity's cultural value.

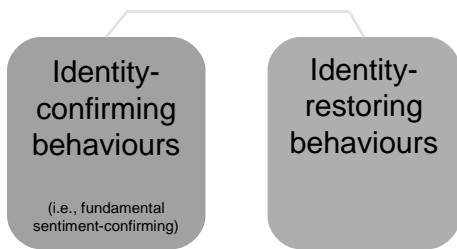
The identity directs the person to pursue some behaviours (identity-confirming behaviours) and to avoid other behaviours (identity-disconfirming behaviours).

Based on Reeve (2009, p. 279-281)

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Affect control theory

Motivation and Emotion Produce



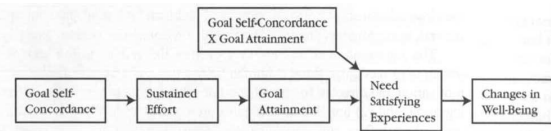
Based on Reeve (2009, pp. 280-281)

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Self-concordance

People deciding to pursue goals that are congruent or "concordant" with their core self

The Questions Asked By The Self-concordance Model	
1.	How do people decide what to strive for in their lives?
2.	How does this personal striving process sometimes nurture the self and promote well-being yet other times go awry and diminish well-being?



Based on Reeve (2009, Figure 10.3, p. 284) Self-Concordance Model 46

Affect control theory

People behave in ways that minimise affective deflection.

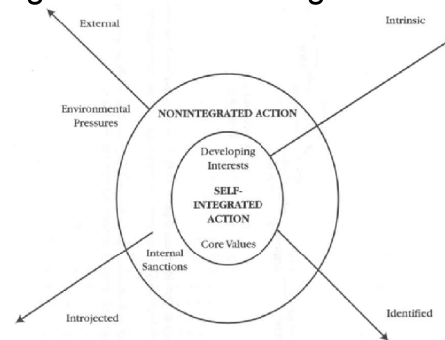
Identities motivate behaviour → People with nice (or powerful) identities engage in nice (or powerful) behaviours.

Affective deflections energise behaviour → When people act in identity-conflicting ways, affective deflection occurs to energise identity-restoring courses of action.

Based on Reeve (2009, pp. 280-281)

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Diagrammatic illustration of self-integrated and nonintegrated action



Based on Reeve (2009, Figure 10.4, p. 285)

Agency

Self as action and development from within, as innate processes and motivations

Self as Action and Development from Within

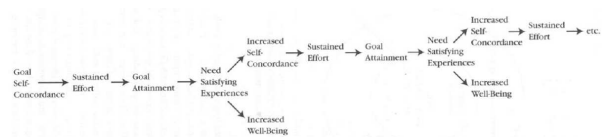
Human beings possess a core self, one energised by innate motivation and directed by the inherent developmental processes of differentiation and integration.

Not all self-structures are equally authentic; while some reflect the core self, others reflect and reproduce the society.

Based on Reeve (2009, pp. 281-282)

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Cyclical path model for the Self-concordance Model to illustrate developmental gains in both well-being and self-concordance



The self-concordance model illustrates the motivational and developmental benefits of pursuing life goals that emanate out of the integrated or core self.
Based on Reeve (2009, Figure 10.5, p. 287)

Cyclical phases of self-regulation

Self-regulation involves the person's metacognitive monitoring of how his or her goal-setting progress is going.

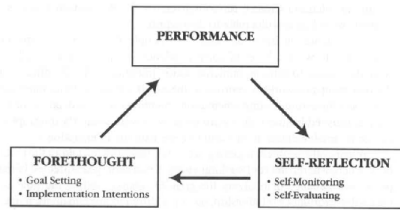


Figure 8.4 Cyclical Phases of Self-Regulation

Based on Reeve (2009, Figure 10.6, p. 289)

References

- Ozur, E. M., & Bandura, A. (1990). Mechanisms governing empowerment effects: A self-efficacy analysis. *Journal of Personality and Social Psychology*, 58, 472-486.
- Reeve, J. (2009). *Understanding motivation and emotion* (5th ed.). Hoboken, NJ: Wiley.

Note: Image credits are in the slide notes

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Developing more competent self-regulation:

Summary of the Social Learning Process to Acquire Self-Regulation Skill

Acquiring a greater capacity for more effective self-regulation increases the self's capacity to carry out the goal-setting process on one's own.

Lack of self-regulation skill

Unable to regulate one's goals, implementation intentions, and coping strategies in a new domain.

Social learning process

1. Observe expert model
2. Imitation, social guidance, feedback
3. Internalisation of standards
4. Self-regulatory process, including self-monitoring, self-evaluating

Acquisition of competent self-regulation skill

Able to self-regulate one's goals, behaviours, and standards in the domain

Based on Reeve (2009, Figure 10.7, p. 290)

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- Free and open source software.
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Next lecture



Part 2:
Nature of emotion
(Ch 11)

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