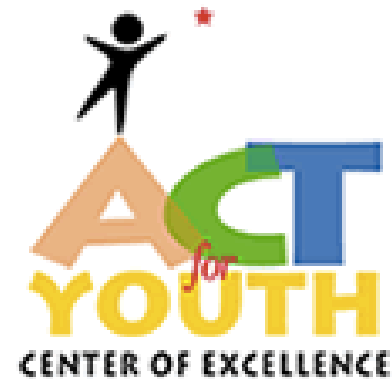


MOTIVATION & GOALS

Kristen Elmore, Ph.D., M.S.W
Assistant Director of PRYDE
Cornell University



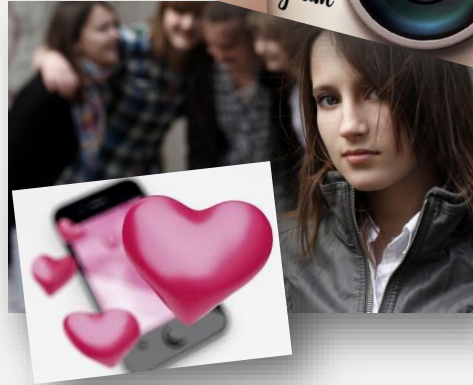
PRYDE
Program for Research
on Youth Development
and Engagement



Q:

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 📱 tells me "time to stand up" I get up and go to the fridge 😞

[#motivationfail](#) [#1stworldproblems](#)

WEBINAR PLAN

- I. 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



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

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

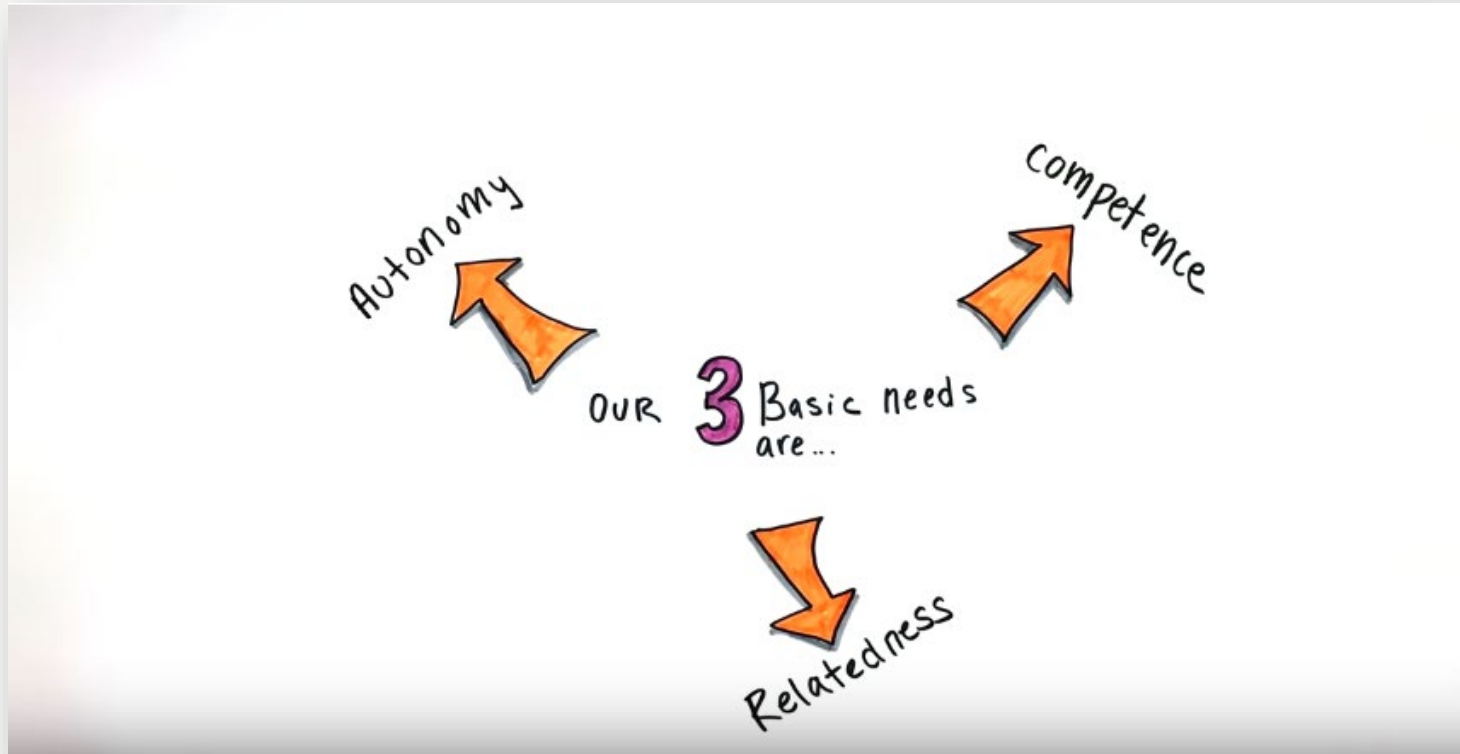
Extrinsic:
Internal

- Action is congruent with one's values & needs
- But still pursued for an instrumental value

Intrinsic

- Interest/enjoyment
- Inherent satisfaction

SELF-DETERMINATION THEORY (DECI & RYAN, 1985; 2000)



Self-determination Theory (Deci & Ryan, 1985; 2000)

<https://www.youtube.com/watch?v=3sRBBNkSXpY>

GOAL ORIENTATION THEORY

Mastery

- Master new skills
- Gain knowledge

Performance

- Demonstrate ability
- Social comparison

- 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

EXPECTANCY-VALUE THEORY

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?

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

MOTIVATIONAL DEVELOPMENT

How does motivation change across adolescence?

- A. Increases
- B. Decreases
- C. Stays the same

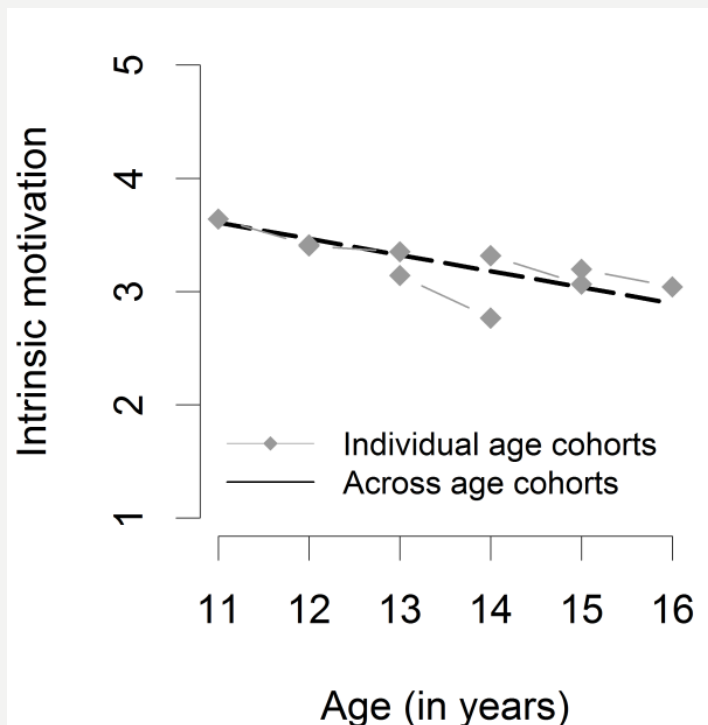
MOTIVATIONAL DEVELOPMENT

How does motivation change across adolescence?

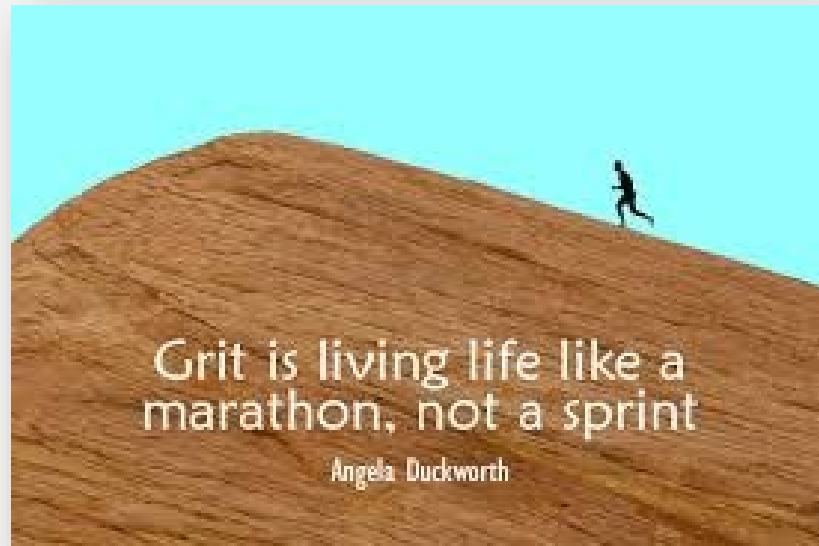
- A. Increases
- B. Decreases
- C. Stays the same

MOTIVATIONAL DEVELOPMENT

How does motivation change across adolescence?



GRIT



- 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

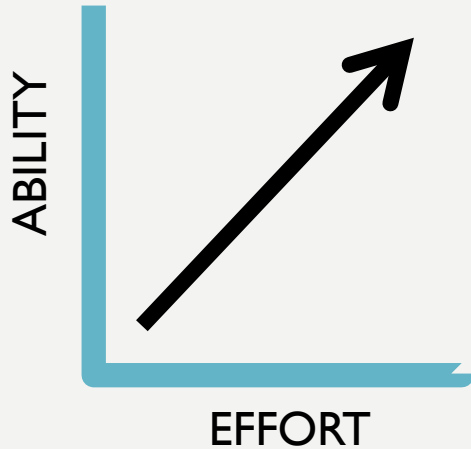


- Traits are malleable.
- Suggests that you can control your traits and increase your ability.



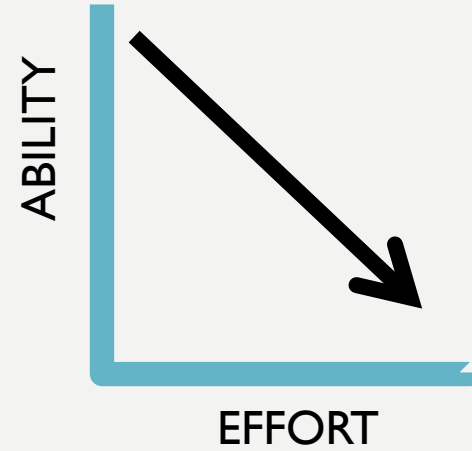
- Traits are fixed and stable.
- Suggests that you have little control over your traits, you're stuck with what you've got.

EFFORT & ABILITY



GROWTH

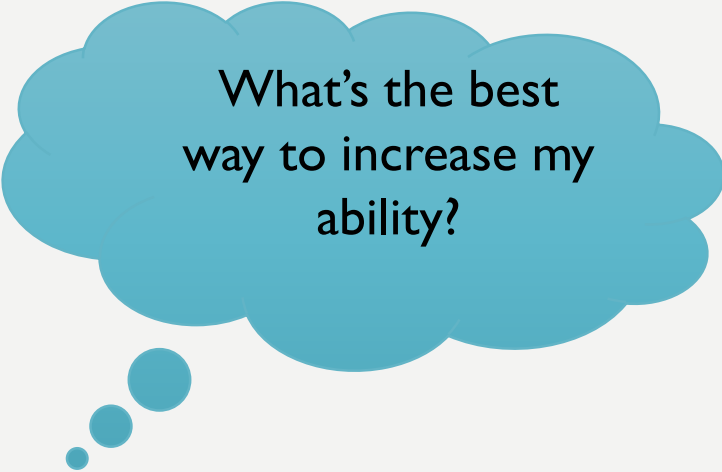
He shot 50 baskets every night for months and now his game is amazing!



FIXED

He got an A on the test and he didn't even have to study!

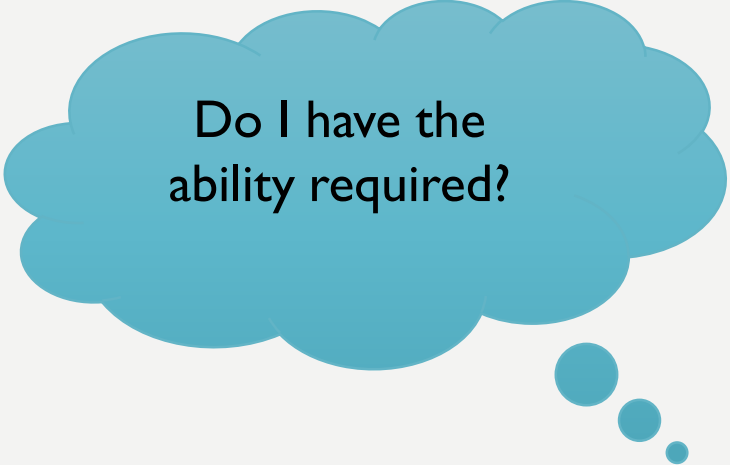
INTERPRETING FAILURE



What's the best way to increase my ability?

GROWTH

Failure indicates an ineffective strategy or approach



Do I have the ability required?

FIXED

Failure reflects a lack of personal ability

MINDSET & SOCIAL GOALS

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

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

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- B) Less likely to be angry and depressed.

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



MOTIVATIONAL SETTINGS

SUPPORTING COMPETENCE

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



MOTIVATING PRAISE



Teachers, Parents Often Misuse Growth Mindset Research, Carol Dweck Says

Praise strategies and results, not effort alone, she says.

- 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



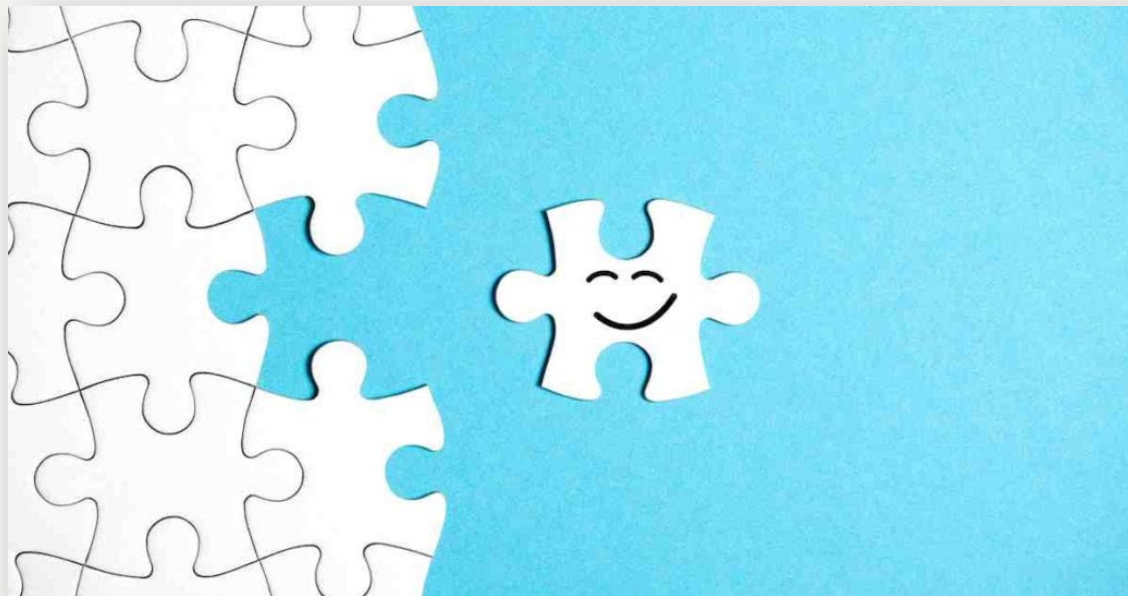
PURPOSEFUL ACTION

- 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



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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