

Week 6

1. Motivation & Emotions
2. Personality

AGENDA

- Business/Housekeeping
- Finish material on LEARNING from last class (ch. 6)
- Motivation & Emotions (ch. 10)
- Personality (ch. 12; begin this material today)

Recall from last week: Associative Learning

1. Classical Conditioning (Pavlov)



2. Operant Conditioning
(Skinner)



Reinforcement

When a behaviour is increased
by the responses (reinforcers)
that follow it

Positive and Negative Reinforcement

Positive Reinforcement

Frequency of behaviour increases when **stimulus added**

- E.g., Rat receives food for pressing lever, repeats lever-pressing

Negative Reinforcement

Frequency of behaviour increases when **stimulus removed**

- E.g. Taking 2 aspirin is negatively reinforced by the reduction of headache pain

Principles of Reinforcement

Reinforcer: Any environmental stimulus that increases a behaviour

- **Primary Reinforcers**
 - Not learned; innate; satisfy biological needs (e.g., food when hungry)
- **Secondary (or conditioned) Reinforcers**
 - Value is learned; Acquire positive value through experience
- **Immediate**
- **Delayed**

Pos've and Neg've Reinforcement: Summary

POSITIVE and NEGATIVE

are not about

“GOOD” OR “BAD”

Behaviour is reinforced (increased, repeated) when:

SOMETHING IS ADDED (positive reinforcement)

or

TAKEN AWAY / REMOVED (neg. reinforcement)

Punishment: Weakening Responses

Punishment – opposite of reinforcement:

When a behaviour is weakened (decreased)
by the outcomes that follow it

Positive & Negative Punishment

Positive Punishment

- when unpleasant **stimulus is added** in an effort to decrease an undesirable behaviour (e.g., scolding a child, pain)

Negative Punishment

- when a pleasant **stimulus is taken away** in an effort to decrease a behaviour (e.g., \$ fines, loss of privilege, ‘grounding’)

Principles of Punishment:

Primary punisher:

- Stimulus that is naturally painful or unpleasant

Secondary punisher:

- Neutral stimulus that initially has no negative value
- Value is learned

Analyze this Video Clip

- What is happening here in terms of OPERANT conditioning?

Key Variables in Operant Conditioning

- **Strength** of the consequences
- **Timing** or interval between behaviour and its consequences
- **Frequency** of consequence

Schedules of Reinforcement

Continuous Reinforcement

- Reinforce every occurrence

Partial Reinforcement

- Occasional, intermittent reinforcement
- Based on interval (time) and ratio (# responses)

Schedules of Reinforcement

123 - John R. Doe		Pay Period 06/02/06 to 06/16/06		Required Deductions							
Earnings											
Hours 50	Rate 9.00	This Period 450.00	YTD 900.00	Federal Income Tax 0.00	0.00						
Gross Pay		450.00	900.00	FICA - Medicare 06.08	12.16						
				WI State Income Tax 0.00	0.00						
				FICA - Social Security 25.92	51.84						
		Other Deductions									
		Health Insurance 401k Parking	0.00 0.00 0.00	0.00 0.00 0.00	0.00 0.00 0.00						
		NET PAY	\$418.00	\$836.00							
Your Employer 1234 Some Street Milwaukee, WI ZIPCODE		Check Number: XXXXX Pay Date: 06/19/06									
PAY ***Four hundred eighteen dollars and 00 cents*****\$418.00											
To the Order of John R. Doe 555 Some Street Milwaukee, WI ZIP CODE											

Fixed interval schedule

- specified interval of time

Variable interval schedule

- predetermined but varying interval of time

Schedules of Reinforcement



Fixed-ratio schedule

- specified number of responses

Variable ratio schedule

- predetermined but variable number of responses

Conditioning Processes

Occur in operant conditioning, just as they do in classical conditioning

- Acquisition
- Extinction
- Spontaneous Recovery
- Generalization
- Discrimination

Operant Conditioning in Daily Life

- Superstitious behaviours learned
- Behaviour modification in home/schools
- Gender roles are learned (and reinforced)

Observational Learning

Albert Bandura:
Social Learning Theory

- An environmentalist theory
- Views children as active participants in their development

Observational Learning

- Learn through observation, imitation and modelling
- Modelling: 4 processes involved
 1. Attention
 2. Retention
 3. Production
 4. Reinforcement

Observational Learning (cont'd)

Bandura's classic study:

- “Bobo doll” experiment

Models

- Not everyone is a “good model” ...
- Children are selective when choosing models
 - Four criteria for model-selection
- Other factors to consider:
 - Learner factors
 - Motivational and situational factors

Types of Cognitive Learning

Insight

- Understanding relationships between events or parts
- Is this solely a human ability?

Cognitive Maps

- Mental representations of layout of environment
- Used to navigate
- e.g., Tolman's experiments with rats in a maze

Is this insight?



- Wolfgang Kohler
- WW I-- work with primates; discovered creative means to acquire food
- Chimps would stack boxes to reach food
- Video Clip

Teaching/Learning Take-Home

Best way to shape behaviour:
REINFORCE (reward) behaviours you
want to increase.

Attention is the strongest reinforcer.



MOTIVATION

Wanting and doing ...

- We do things we want to do
- Usually to get something we want



Definition of Motivation

- Any condition that initiates, activates, or maintains an organism's goal-directed behaviour
- Usually an *internal condition*: inner state that energizes and directs us and keeps us moving toward our goals

Many theories of MOTIVATION ...

Many Theories of Motivation...

Evolutionary Theories

- Claims human behaviour is motivated by instincts
- Maximize reproductive success

Drive Theories

- Motivated by internal state of tension (drive)
- Seeking homeostasis

Incentive Theories

- Regulation by external stimuli

Arousal Theories

- To maintain optimal levels of arousal
- *Yerkes-Dodson Law: Optimal performance requires matching level of arousal to task difficulty*
- Measuring arousal: Galvanic Skin Response (GSR)

Cognitive Theories ...

1. Expectancy Theories

- expectations of reaching a goal

2. Social Needs Theories

- Need for (a) achievement and (b) affiliation

3. Extrinsic Motivation

- Comes from external environment - rewards

4. Intrinsic motivation

- behaviour is engaged in for no apparent reward

Cognitive Theories ...

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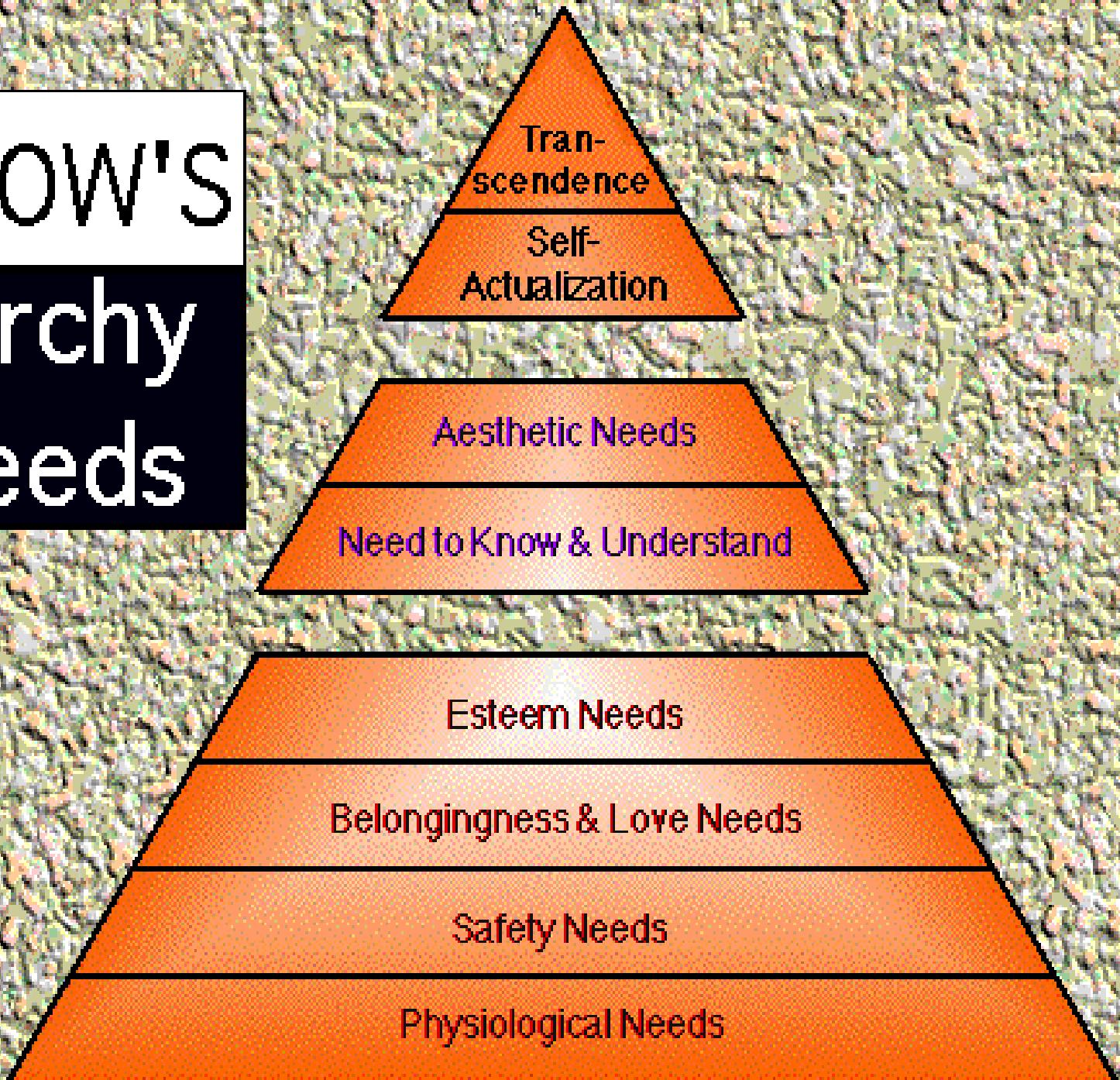
4. Intrinsic motivation

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Humanistic Theory

- Emphasizes the entirety of life, not individual components of behaviour
- Focuses on: human dignity, individual choice, self-worth
- Abraham Maslow
 - Motives as forming an hierarchy
 - As lower-level needs satisfied, people strive for next higher level
 - Self-actualization – ultimate goal

MASLOW'S Hierarchy of Needs



The Motivation of Hunger & Eating

BIOLOGICAL FACTORS

- Brain regulation and role of hypothalamus
- Glucose and digestive regulation (Glucostatic Theory)
- Hormonal regulation: Insulin and leptin

ENVIRONMENTAL FACTORS

- Learned preferences and habits
- Food-related cues (e.g., appearance, odour)
- Stress and eating

Motivation and Sexual Behaviour

- In animals: controlled by physiological and hormonal systems
- In humans: hormones AND thoughts, ideas, past behaviours, emotions, expectations, culture...
- SEX DRIVE – an essentialist view of sex
- Sexual Script Theory (Gagnon & Simon)
 - Gender socialization and sexual scripts

Motivation and Sexual Behaviour

- Evolutionary factors and *parental investment theory*
- Gender differences in mate preferences
- Pornography

Thinking Critically about Sexuality Research and “Gender Differences”

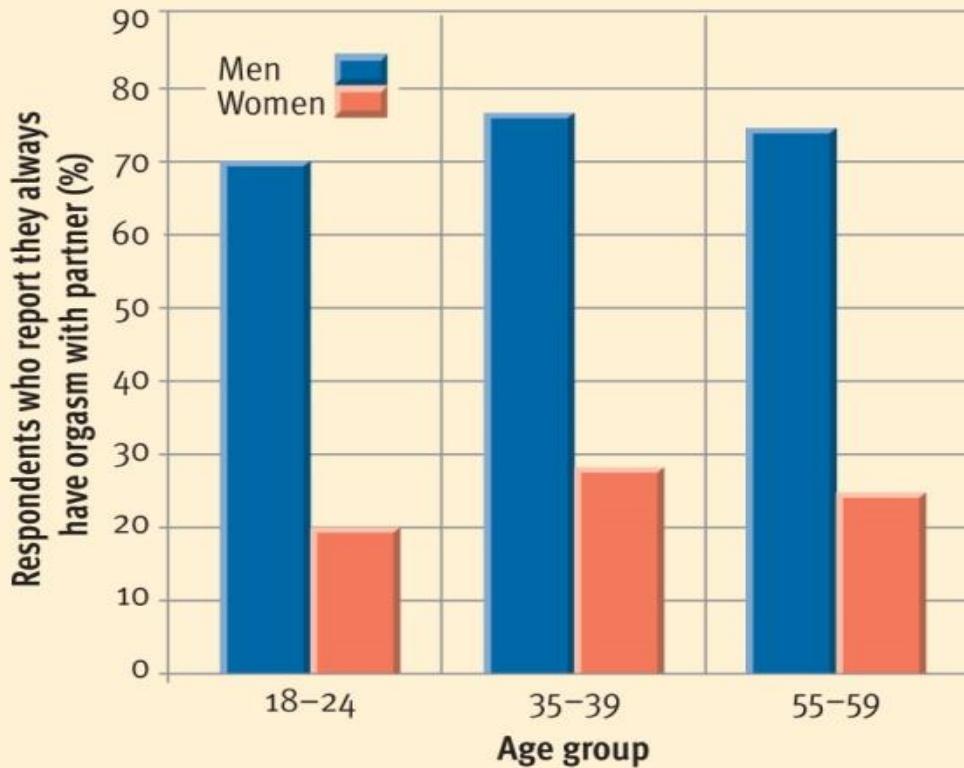
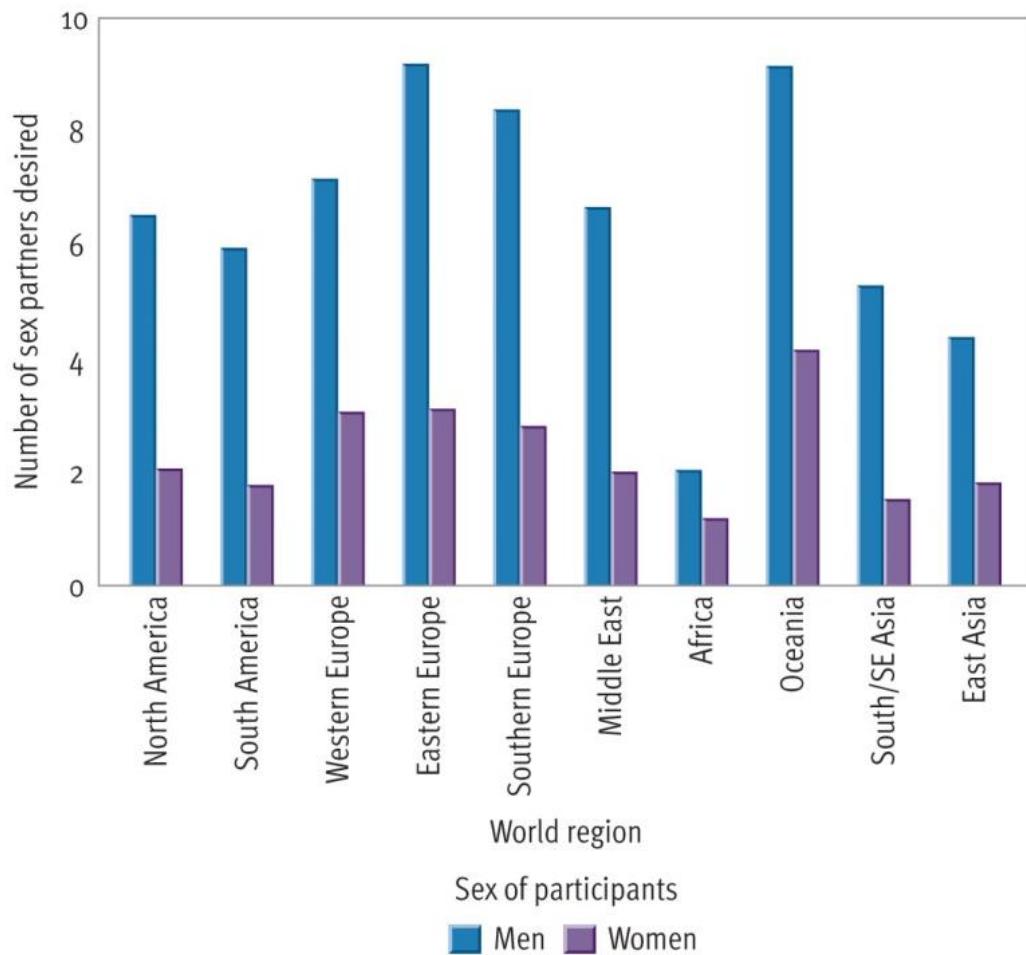


Figure 10.7 The gender gap in orgasm consistency. In their sexual interactions, men seem to reach orgasm more reliably than women. The data shown here suggest that the gender gap in orgasmic consistency is pretty sizable. Both biological and sociocultural factors may contribute to this gender gap. (Data from Laumann et al., 1994)

Thinking Critically

Figure 10.10 -The gender gap in desire for a variety of sexual partners.

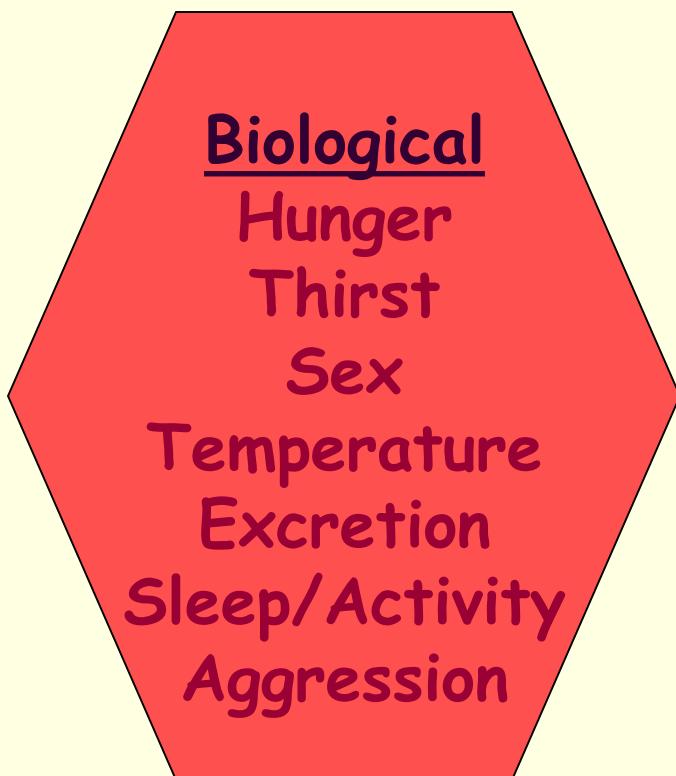


Schmitt et al. (2003) gathered cross-cultural data on gender disparities in the number of sex partners desired by people. Respondents were asked about how many sexual partners they ideally would like to have in the next 30 years. As evolutionary theorists would predict, males reported that they would like to have more sexual partners in all ten world regions examined.

Source: Schmitt, D.P., and 118 Members of the International Sexuality Description Project. (2003). Universal sex differences in the desire for sexual variety: Tests from 52 nations, 6 continents, and 13 islands. *Journal of Personality and Social Psychology*, 85, 85–104. Copyright ©2003 by the American Psychological Association. Reprinted by permission.

What DO motivation theorists agree on?

The amazing diversity of human behaviour!





EMOTIONS
and
MOTIVATION
are intimately linked ...

What is Emotion?

- A subjective response accompanied by a physiological change that is often interpreted by an individual and leads to change in behaviour
- A feeling or affect that can involve:
 - physiological arousal (e.g. fast heart beat)
 - conscious experience (e.g., thinking about being in love with someone)
 - behavioural expression (e.g., smile or scowl)

Theories of Emotion

James-Lange Theory

- physiological arousal is followed by emotion

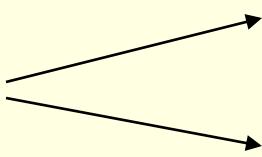
stimulus → physiological reaction → emotion

Theories of Emotion cont'd

Cannon-Bard Theory

- physiological reactions and emotion occur simultaneously

Stimulus



**physiological reaction
emotion**

Theories of Emotion cont'd

Two-Factor Theory

- emotions have 2 ingredients: physical arousal and cognition
- look to environment to explain why we're aroused - interpret external cues and then label emotions

Event → Arousal → Reasoning → Emotion

Lazarus' Cognitive Theory

- Thought must come before any emotion or physiological arousal

Event → Thought → Emotion & Arousal

Theories of Emotion cont'd

The Facial Feedback Hypothesis

- suggests facial movements can create emotions

Article from Newsweek:

“Hello Botox, Bye-Bye Sadness—But Not for the Reasons You Think”

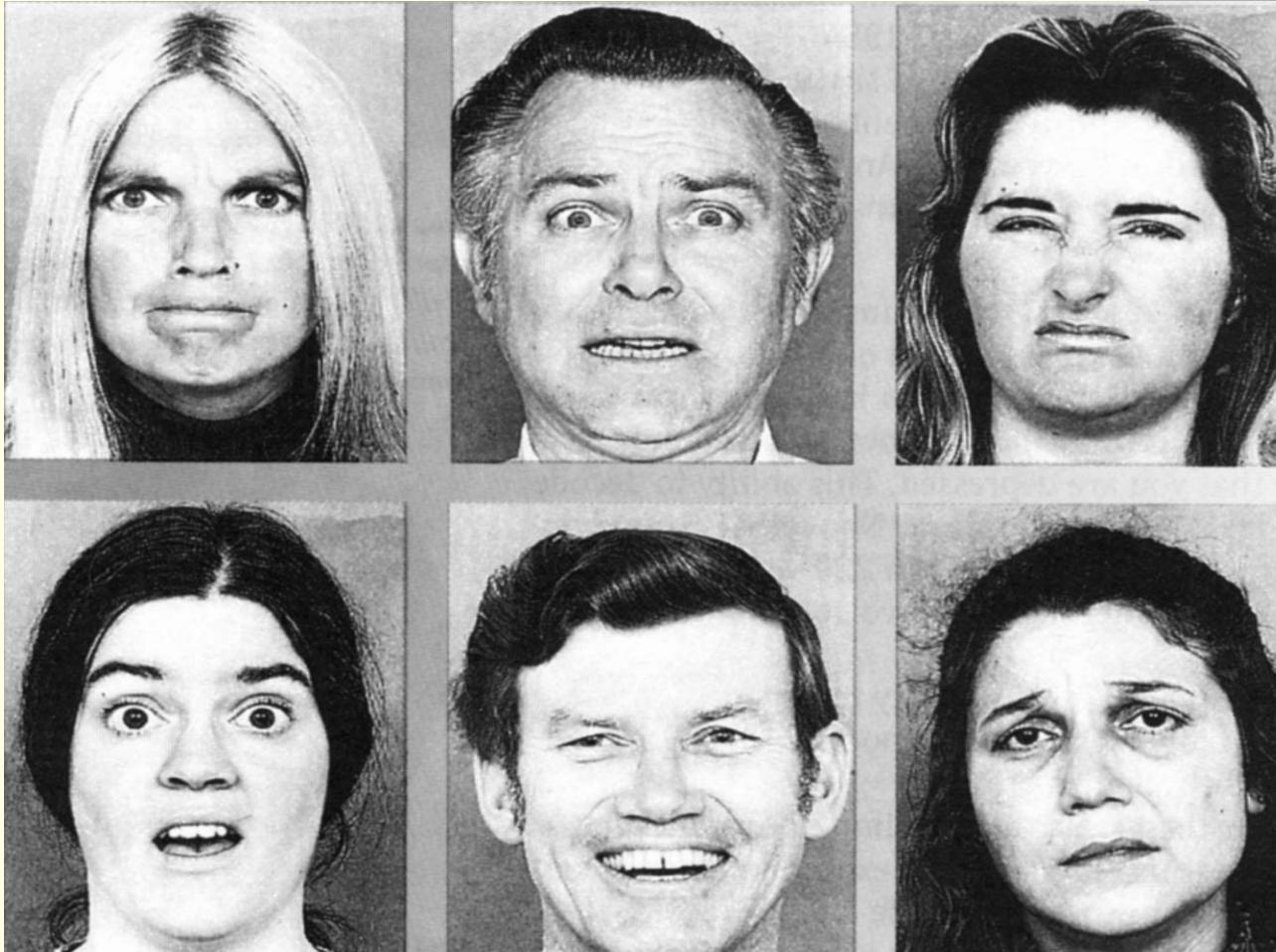
Paralyzing the "frown" muscles also inhibits the ability to understand anger and sadness.

<http://www.newsweek.com/2010/02/07/hello-botox-bye-bye-sadness-but-not-for-the-reasons-you-think.html>

Evolutionary Theory

- Emotions have adaptive value and ‘evolved’ over time
- Expressions of emotions innate (hard-wired)
- Facial expressions:
 - Ekman found high cross-cultural consistency in the ability to interpret facial expressions

Paul Ekman's Famous Emotion Faces



Paul Eckman and Emotional Expressions...

- Micro facial expressions
- Clip

Gender and Emotion

Stereotypes:

- Women are emotional; men are not

Research:

- Females and males more alike in way they experience emotion
 - Facial expressions
 - Language
 - How they describe emotional experiences
 - Both equally likely to experience love, jealousy, anxiety, anger, grief, embarrassment

Beyond Stereotypes – Research on Differences

Males:

- More likely to show anger towards strangers, esp. other men, when they feel they have been challenged
- More likely to turn their anger into aggressive action
- Better at expressing anger

Females:

- More likely to express fear, sadness, empathy
- Generally better at expressing happiness, reading people's emotional cues
- More likely to give accounts of emotion that include interpersonal relationships

Are Differences Innate or Created? Gender Differences and Socialization

Consider

- Display rules
- Social contexts
- Culture
- Media

PERSONALITY

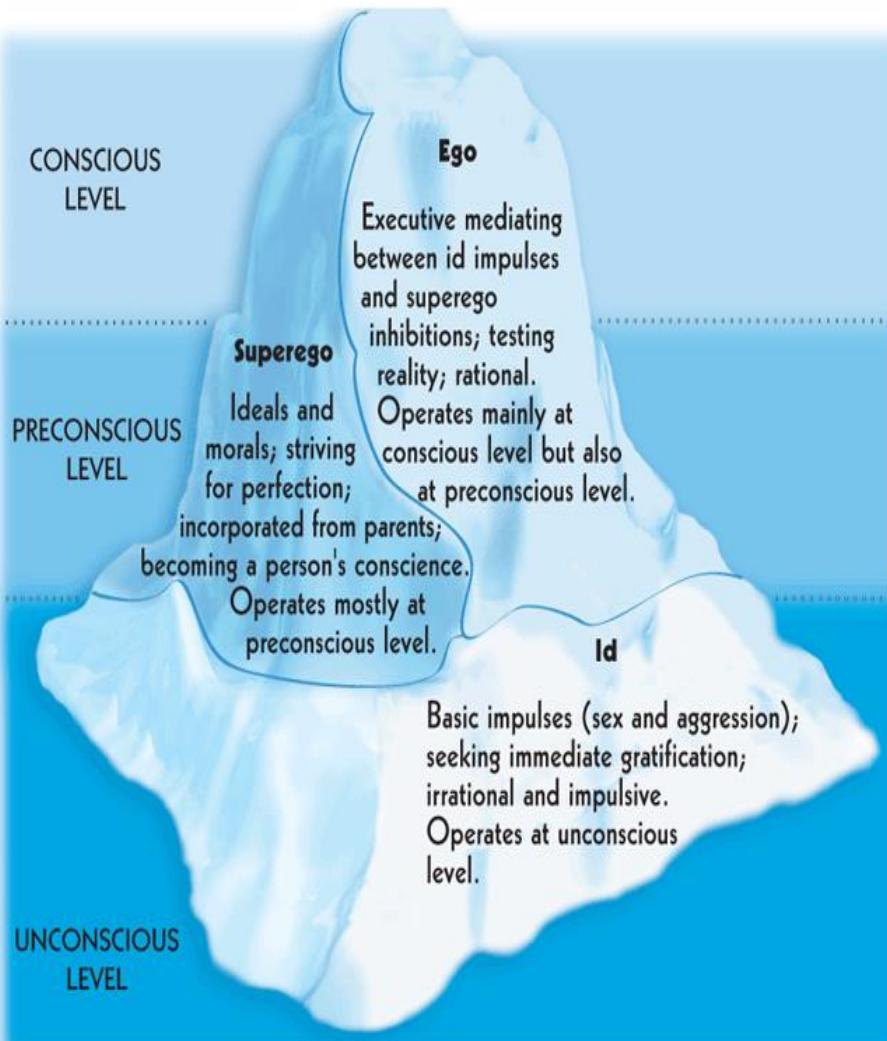
What Is Personality?

- A pattern of relatively permanent traits, dispositions, or characteristics that leads to some consistency in a person's behaviour
- Characteristic pattern of thinking, feeling, acting
- Many theoretical perspectives...

Psychodynamic Theory

- Sigmund Freud
- Emotional disorders spring from unconscious dynamics
- Psychoanalysis: analyze unconscious through free associations and dreams
- Personality arises from efforts to resolve conflict between our biological impulses and the social restraints against them

Freud's Psychoanalytic Theory: The Structure of the Mind



Id

Unconscious, instincts, impulses

Ego

Partly conscious, deals with demands of reality

Superego

An internalized set of ideals, moral structure, “conscience”

Freud's Psychoanalytic Theory: Sex and Aggression

- 2 basic instinctual drives
 - The drive toward ***life***, expressed through
sexual energy
 - The drive toward ***death***, expressed through
aggression
- Freud's theory focused mainly on the energy
of the sexual instinct, **libido**

Development of Personality: **Psychosexual Stages of Development**

Oral Stage (0–24 months)

- Pleasure centers on the mouth
- Chewing, sucking, biting

Anal Stage (2-3 yrs)

- Bowel/bladder elimination

Phallic Stage (4–7 years)

- Pleasure centers on the genitals
- Child discovers that self-stimulation is enjoyable
- Triggers Oedipus complex (males) and Electra complex (females)

Psychosexual Stages of Development (cont'd)

***Latency Stage* (7 years to puberty)**

- sexuality is dormant
- develops social and intellectual skills

***Genital Stage* (puberty onward)**

- begin to experience sexual feelings toward others

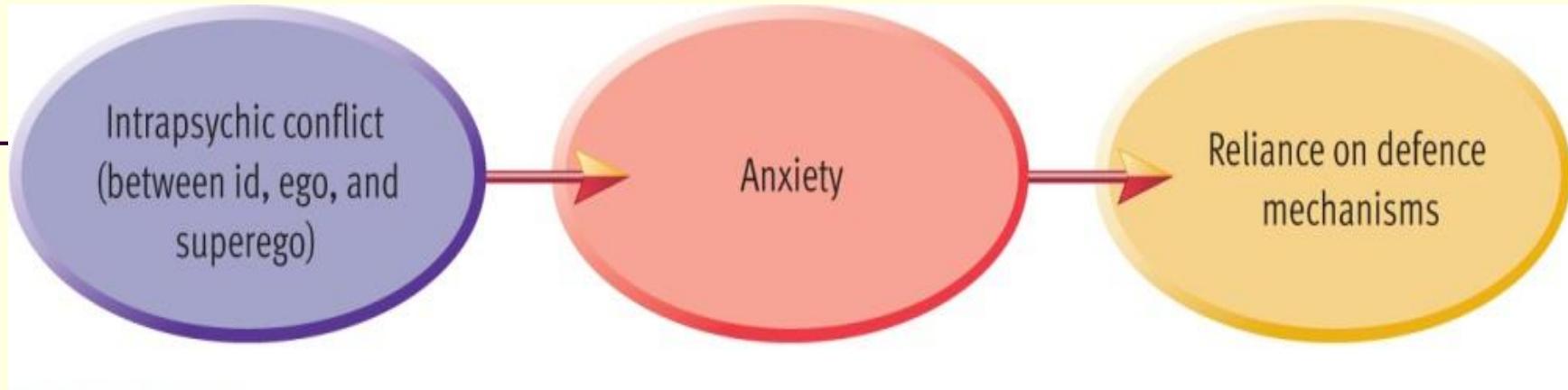


Figure 12.3 Freud's model of personality dynamics.

According to Freud, unconscious conflicts among the id, ego, and superego sometimes lead to anxiety. This discomfort may lead to the use of defence mechanisms, which may temporarily relieve anxiety.

Defense Mechanisms

- 1. Repression
- 2. Rationalization
- 3. Regression
- 4. Projection
- 5. Reaction Formation
- 5. Displacement
- 6. Denial
- 7. Sublimation
- 8. Fixation

Critique / Limitations ...

Neo-Freudians:

- more emphasis on the conscious mind in interpreting experience and coping with environment
- more positive motives than sex and aggression
 - e.g., Karen Horney, Alfred Adler, Carl Jung

Critique:

- many of Freud's specific ideas are implausible, not validated, or contradicted by new research,
- theory offers only after-the-fact explanations

Behavioural Perspectives

- B. F. Skinner applied principles of learning to all facets of behaviour, including personality
- Personality is acquired through experiences with reinforcement, natural selection and cultural evolution

How would you describe yourself to others?

- Often describe the self in terms of **traits**
 - Any easily-identifiable, stable quality that characterizes an individual from other individuals
 - Tend to lead to certain behaviours
- Several Trait Theories have been proposed

The Five Factor Model

- Many theorists agree there are five broad categories of traits
- These categories have become known as the **Five Factor Model**, or **Big Five** (McCrae & Costa)
- Researchers think of the five factors as “supertraits”

The Five Factor Model (cont'd)

- **Openness**
- **Conscientiousness**
- **Extraversion**
- **Agreeableness**
- **Neuroticism (emotional stability)**

Trait Theory: Critique

STRENGTHS:

- Objectivity
- Ease of understanding

CRITICISMS

- Poor predictor of actual behaviour
- Downplays role of situation on behaviours, personality
- Provides only partial view of personality – does not address development and change

The Humanistic Approach to Personality

- Capacity for personal growth
- Freedom to choose own destiny
- Positive human qualities
- Contrast to psychodynamic perspectives based on conflict, destructive drives and pessimistic view of human nature
- Two major humanistic theorists are Carl Rogers and Abraham Maslow

Humanistic Theory: Carl Rogers and the Self

- Carl Rogers made 3 basic assumptions about behaviour:
 - Behaviour is goal-directed
 - People have the potential for growth
 - How individuals see the world determines how they behave
- Genuineness, empathy, unconditional positive regard

Limitations of Humanistic Theory...

- Personality Assessment – self-report
- Difficult to test
 - e.g. self-actualization difficult to define, much less observe
- Much verification from clinical experiences, rather than empirical tests
- Too optimistic about human nature?
- May encourage excessive self-love?

Personality Assessment

- Process of evaluating individual differences through tests, interviews, observations, and recording physiological processes
1. Projective Tests: used to uncover unconscious motives (e.g., Rorschach, TAT)
 2. Personality Inventories
-

Projective Tests

Rorschach Inkblot Test

- Classic projective test
- Tell me what you see...

Thematic Apperception Test (TAT)

- Series of black & white pictures
- Tell me a story ...



FIGURE 13.4

The Rorschach Inkblot Test
In a Rorschach Inkblot Test, the psychologist asks a person to describe what he or she sees in an inkblot such as this one. From the person's descriptions, the psychologist makes inferences about the person's drives, motivations, and unconscious conflicts.

Personality Inventories

- Generally consist of true/false or multiple choice items
- Well-constructed inventories tend to be valid predictors of performance in a wide array of situations

Examples...

- The Myers-Briggs Type Indicator (MBTI)
- The *Sixteen Personality Factor Test* (16PF)
- The Eysenck Personality Questionnaire
- Revised NEO-Personality Inventory (NEO-PI-R; Costa and McCrae)
- Personal Orientations Inventory (POI)
- Minnesota Multiphasic Personality Inventory-2nd Edition (MMPI-2)

Contemporary Use of Personality Tests

- Sample personality test: Clip
- uWaterloo Career Action Centre personality tests (free!)
 - <https://uwaterloo.ca/career-action/resources-library/career-related-websites/career-exploration>