Chapter 1

Introduction to Motivation

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Learning outcomes

Find your why: Identify the underlying reasons why you want to achieve your goals. Understanding the motivation behind your goals can help you stay committed when faced with obstacles. 1. What is motivation and why does it matter?

Can define motivation and distinguish between intrinsic and extrinsic motivation. Identify various factors that can contribute to motivation, including internal drives, external rewards, and social influences. Provide examples of motivated behavior to illustrate the concept of motivation. 1. What is motivation and why does it matter?

Use positive self-talk: Practice positive self-talk by using affirmations and focusing on your strengths and abilities. This can help boost your confidence and motivation, especially when facing challenges. 1. What is motivation and why does it matter?

Understand the different levels of human needs and how they are organized hierarchically. 2. History & Overview of Motivational Theories.

Apply Self-Determination theory principles to enhance motivation and promote personal growth. 2. History & Overview of Motivational Theories.

Apply expectancy theory principles to enhance motivation and achieve desired outcomes. 2. History & Overview of Motivational Theories.

Understand how specific, challenging goals can enhance motivation and performance. 2. History & Overview of Motivational Theories.

Ability to explain how motivation can get measured through self-report, behavioral, and physiological. Discuss the advantages and disadvantages of different measures of motivation. 3. Measuring Motivation.

Identify individual values and how they can influence motivation. Understand the impact of goal orientation on motivation. Provide effective feedback that enhances motivation and performance. Develop a clear and compelling vision to enhance motivation and engagement. 4. Managing Motivation

1. What is motivation and why does it matter?

Motivation is a big term therefore it is important to begin with what motivation is and why it is important. Motivation is like a fuel that drives us to do things we want to do, like succeed in school, work, or just enjoy life. It helps us stay focused and keep going even when things get tough. For example, a student who wants to get good grades needs motivation to study and overcome challenges. Motivation is everywhere in our lives, affecting how we think, feel, and act. Learning how to stay motivated can help us do well in school and work and feel happier in life. This chapter will explain what motivation is, why it's important, and how it can affect our behavior. We'll also learn some strategies for staying motivated over time, both in our personal lives and in the workplace.

* Definition of motivation

Starting with the definition of motivation "the energization and direction of behavior, as well as the persistence of that behavior, over time" (Ryan & Deci, 2020, p. 36). It involves the activation of goal-oriented behavior, which is influenced by various internal and external factors, such as personal values, interests, incentives, and social support.

* Importance of motivation for personal and professional success

Motivation plays a significant role in personal and professional success, as it drives individuals to pursue their goals, overcome obstacles, and achieve their full potential. Research has shown that motivated individuals are more likely to engage in goal-directed behavior, perform better in various domains of life, and experience greater well-being and life satisfaction (Ryan & Deci, 2020).

In the workplace, motivation is particularly important for job performance and productivity. Studies have found that motivated employees are more likely to exhibit positive work behaviors, such as commitment, creativity, and teamwork, which can lead to increased job satisfaction, reduced turnover, and improved organizational outcomes (Latham & Pinder, 2005).

Additionally, motivation might enhance one's health and well-being. For instance, those who are motivated to adopt healthy eating or regular exercise routines are more likely to do so and benefit from superior physical and mental health outcomes (Teixeira et al., 2012).

In conclusion, motivation is a critical component of both personal and professional success, supporting the achievement of goals, general wellbeing, and life pleasure. Individuals can improve their performance, accomplish their objectives, and lead fulfilling lives by comprehending and regulating motivation.

**Discussion question: What are some ways individuals can understand and manage their motivation?**

* How motivation affects behavior and performance

Motivation is a critical factor in driving behavior and performance in various domains of life, including education, work, sports, and health. Motivated individuals are more likely to engage in goal-directed behavior, persist in the face of challenges, and achieve their objectives (Ryan & Deci, 2020).

In the workplace, motivation is particularly important for job performance and productivity. Motivated employees are more likely to show positive work behaviors, such as effort, commitment, and creativity, leading to higher job performance and productivity (Latham & Pinder, 2005). Additionally, motivation is positively related to job satisfaction, organizational commitment, and reduced absenteeism and turnover (Gagné & Deci, 2005).

Similarly, in academic settings, motivation plays an important role in academic achievement and success. Research has shown that students who are motivated to learn are more likely to engage in deep processing of information, attend classes regularly, and perform better academically (Pintrich, 2003).

Motivation also affects sports performance. Athletes who are highly motivated tend to set more challenging goals, persist in training, and exhibit higher levels of self-confidence and resilience, leading to improved athletic performance (Burton & Raedeke, 2008).

In summary, motivation is a key factor in driving behavior and performance, leading to better outcomes in various domains of life. By understanding and managing motivation, individuals can enhance their performance, achieve their aspirations, and lead fulfilling lives.

* Types of motivation: intrinsic and extrinsic

Motivation can be broadly classified into two types - intrinsic and extrinsic. **Intrinsic motivation** refers to engaging in an activity for its inherent satisfactions, such as pleasure, curiosity, or personal growth. **Extrinsic motivation**, on the other hand, refers to engaging in an activity to obtain external rewards or avoid punishment, such as money, grades, or social approval (Ryan & Deci, 2020).

Examples of intrinsic motivation:

A person who enjoys playing music for the pleasure of creating something beautiful or expressing themselves. Another example, a student who enjoys learning about a subject because they find it interesting and mentally accelerating. Another example, an athlete who loves playing a sport because they enjoy the challenge and the feeling of pushing their limits.

Examples of extrinsic motivation:

A person who goes to work every day to earn a paycheck and provide for their family. Another example, a student who studies hard to earn good grades and achieve academic recognition. Another example, an athlete who competes in a sport for the prize money or the recognition that comes with winning.

Research has shown that intrinsic motivation is associated with higher levels of task engagement, persistence, and creativity, as individuals are more likely to engage in activities, they find inherently interesting and enjoyable (Deci et al., 1999). In contrast, extrinsic motivation may lead to lower levels of task engagement, as individuals may perceive the activity as a means to an end rather than a satisfying experience in itself (Lepper et al., 2005).

However, extrinsic motivation can also be beneficial in certain situations, such as when individuals are initially disinterested in an activity or need external incentives to start a new behavior. In such cases, external rewards can serve as a catalyst for behavior change and help individuals develop intrinsic motivation over time (Ryan & Deci, 2020).

Moreover, research has shown that the quality of extrinsic motivation is important, with more autonomous forms of extrinsic motivation (e.g., performing an activity because it aligns with one's values or beliefs) being associated with higher levels of engagement and performance than controlled forms of extrinsic motivation (e.g., performing an activity to comply with external pressure) (Gagné & Deci, 2005).

**Discussion question: What is intrinsic and extrinsic motivation and what are some examples of activities that are driven by intrinsic and extrinsic motivation?**

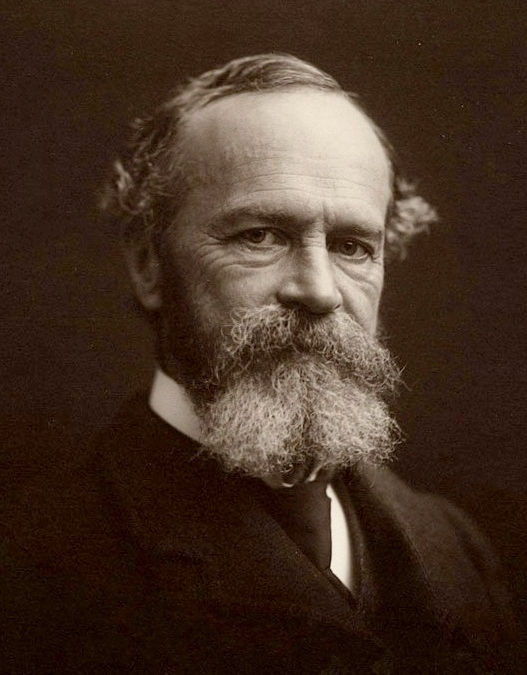
Key terms

**Intrinsic motivation, and extrinsic motivation**

1. History & Overview of Motivational Theories

* Early theories of motivation: Instinct theory, Drive reduction theory

To understand today’s theories about motivation it is important to see where and when theories about motivation started and how they developed over time. Starting with **instinct theory** was first introduced by William James and proposed that human behavior is driven by innate, biologically determined instincts. According to this theory, specific behaviors are innate and unlearned, and are triggered by specific stimuli. For example, the instinct to hunt for food when hungry or to protect oneself when threatened. Reference: James, W. (1890). Principles of Psychology.



Picture 1: William James

Another early theory was the **drive reduction theory**: The drive reduction theory of motivation was proposed by Clark Hull and is based on the fact that all organisms have innate physiological needs that drive them to take actions that reduce the tension created by those needs. According to this theory, motivation arises from a biological need or drive, such as hunger or thirst, and the motivation to engage in a behavior is based on the goal of reducing that need or drive. For example, the motivation to eat arises from the biological drive of hunger. Reference: Hull, C. L. (1943). Principles of behavior: An introduction to behavior theory.



Picture 2: Clark Hull

* Humanistic theories of motivation: Maslow's Hierarchy of Needs, Self-Determination Theory

Maslow's **Hierarchy of Needs**: Maslow's hierarchy of needs is a motivational theory developed by Abraham Maslow, which posits that human needs are organized hierarchically from the most basic **physiological needs**. These are the most basic needs that must be satisfied for survival, such as food, water, shelter, and sleep. Then, **safety needs,** once physiological needs are met, people require a sense of safety and security, including protection from harm, danger, or threats.In the middle is **love and belonging needs**, people have a need to feel loved, accepted, and connected to others, and to be a part of a social group. One level is **self-esteem need**, after belongingness and love needs are met, people have a need for self-esteem, self-respect, and respect from others. On the top is **self-actualization needs**, people have a need for personal growth, achieving their full potential, and self-fulfillment. According to Maslow, individuals must satisfy their lower-level needs before moving on to higher-level needs, and fulfillment of these needs is necessary for personal growth and self-actualization according to Maslow, A. H. 1943.

Diagram

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Figure 1: Maslow’s Pyramid. **Discussion question: Can you explain what it is and how it relates to human motivation and personal growth?**

**Self-Determination Theory**: Self-Determination Theory (SDT) is a motivation theory developed by Edward Deci and Richard Ryan, which posits that individuals have three basic psychological needs. First **autonomy** (the feeling one has choice and willingly endorsing one’s behavior),for examplea student who chooses their own research project for a class assignment feels a greater sense of autonomy compared to one who is assigned a topic according to Deci, E. L., & Ryan, R. M. 2000. Second **competence** (the experience of master and being effective in one’s activity), for example, be A musician who successfully performs a difficult piece after practicing for months feels a sense of competence and mastery according to Deci, E. L., & Ryan, R. M. 2000. Third, **relatedness** (the need to feel connected and belongingness with others), for example a new employee who is welcomed and included in social events with their colleagues feels a sense of relatedness and connectedness to the workplace culture according to Deci, E. L., & Ryan, R. M. 2000.

According to SDT, fulfillment of these needs promotes intrinsic motivation and personal growth, while their frustration leads to reduced motivation, anxiety, and negative psychological outcomes. SDT emphasizes the importance of intrinsic motivation and identifies factors that can promote or hinder it according to Deci, E. L., & Ryan, R. M. 2000.

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Figure 2: Self-Determination Theory. **Discussion question: How does Self-Determination Theory differ from other motivation theories, such as Maslow's Hierarchy of Needs?**

* Cognitive theories of motivation: Expectancy theory, Goal-setting theory

**Expectancy Theory**: Expectancy theory, developed by Victor Vroom, proposes that an individual's motivation to engage in a behavior is determined by three factors: **expectancy, instrumentality, and valence** according to Vroom, V. H. 1964. **Expectancy** refers to the belief that a certain level of effort will lead to a certain level of performance, for example A student who believes that studying hard will result in a good grade. **Instrumentality** refers to the belief that the performance will lead to specific outcomes or rewards, for example, an athlete who believes that performing well will lead to a sponsorship or endorsement deal. **Valence** refers to the value placed on those outcomes or rewards, for example, an employee who values recognition and sees a promotion as a way to gain respect and status. According to this theory, individuals are motivated to engage in behaviors when they believe that their effort will lead to better performance, and that performance will lead to desirable outcomes or rewards according to Vroom, V. H. 1964.

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Figure 3: Expectancy Theory. **Discussion question: Can you think of an example where you were motivated to engage in a behavior because you believed it would lead to a desirable outcome or reward, but you did not believe that your effort would lead to better performance? How does this relate to expectancy theory?**

**Goal-Setting Theory**: Goal-setting theory, developed by Edwin Locke and Gary Latham, proposes that specific, challenging goals lead to higher levels of performance than vague or easy goals. According to this theory, setting specific, challenging goals helps to focus attention and effort, while providing a clear standard for measuring progress and achievement. Additionally, the theory suggests that goal setting is most effective when individuals have a high degree of goal commitment and receive feedback on their progress according to Locke, E. A., & Latham, G. P. 2002.

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Figure 4: Locke’s Goal Setting Theory

* Contemporary theories of motivation: Social Cognitive Theory

**Social Cognitive Theory**: Social Cognitive Theory (SCT) is a motivational theory developed by Albert Bandura, which posits that individuals are motivated to learn and engage in behaviors based on their observations of others' behaviors and the outcomes of those behaviors. According to SCT, individuals learn through a process of observation, imitation, and reinforcement, and are more likely to engage in behaviors that they believe will lead to positive outcomes or avoid negative outcomes according to Bandura, A. 1986.

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Figure 5: Social Cognitive Theory, Bandura. **Discussion question: How does Social Cognitive Theory suggest that individuals learn new behaviors and what role does reinforcement play in this process?**

Key terms

**Instinct theory, drive reduction theory, Hierarchy of needs, physiological needs, safety and security needs, love and belonging needs, self-esteem need, self-actualization needs, Self-Determination Theory, autonomy, competence, relatedness, Expectancy theory, expectancy, instrumentality, valence, Goal-Setting Theory, Social Cognitive Theory**

1. Measuring Motivation

* Self-report measures of motivation: Likert scales, questionnaires

After getting a better understanding about motivation theories, it is important to have the ability to measure motivation with the goal of managing your motivation. Starting with Self-Determination Theory Questionnaire (SDTQ) is a widely used measure of intrinsic motivation that assesses the degree to which individuals feel autonomous and self-directed in their actions. This measure has been used in a variety of contexts, including education, healthcare, and the workplace according to Ryan, R. M., & Deci, E. L. 2000.

The Achievement Goal Questionnaire (AGQ) is a measure of achievement goals that assesses the degree to which individuals are oriented towards mastery or performance-based goals. This measure has been used to investigate the effects of goal orientation on academic achievement, sports performance, and workplace productivity according to Elliot, A. J., & McGregor, H. A. 2001.

The Academic Motivation Scale (AMS) is a measure of academic motivation that measures the degree to which individuals are intrinsically motivated to learn or are motivated by external factors such as grades or approval from others. This measure has been used to study the relationship between motivation and academic achievement in various educational settings according to Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallieres, E. F. 1992.

The General Causality Orientations Scale (GCOS) is a degree of individual differences in causality orientations that assesses the grade to which individuals are oriented towards autonomy, control, or impersonal causality. This measure has been used to study the relationship between causality orientations and various outcomes, such as motivation, well-being, and coping strategies according to Deci, E. L., Ryan, R. M., Gagne, M., Leone, D. R., Usunov, J., & Kornazheva, B. P. 2001.

* Behavioral measures of motivation: Performance tasks, observation

Persistence tasks require individuals to persist in the face of obstacles or setbacks and are often used to measure an individual's level of grit or determination. For example, the famous "marshmallow test" is an endurance task in which children are asked to resist the temptation of a marshmallow in front of them to receive a larger reward later according to Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. 2007.

Choice tasks require individuals to make decisions that involve weighing the potential benefits and costs of different options and are often used to measure an individual's level of intrinsic motivation or autonomy. For example, a study might ask participants to choose between two different types of puzzles, one that is more challenging but offers a greater sense of satisfaction upon completion, and one that is easier but less rewarding according to Deci, E. L., Koestner, R., & Ryan, R. M. 1999.

Task engagement is an observational method that can be used to assess an individual's level of motivation or interest in a task. For example, if a student is frequently taking breaks, looking around the room, or checking their phone during a class assignment, it may indicate a lack of engagement or motivation according to Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. 2004.

**Flow state** is a concept introduced by Csikszentmihalyi to describe the experience of complete absorption in a task, often characterized by a sense of timelessness and a lack of self-awareness. Flow is often associated with high levels of intrinsic motivation and can be measured using observational methods such as self-report questionnaires or interviews according to Csikszentmihalyi, M. 1990.

* Physiological measures of motivation: Brain imaging, heart rate variability

Brain imaging techniques, such as fMRI and PET, allow researchers to measure changes in blood flow and oxygenation levels in different areas of the brain, which are associated with different cognitive processes and emotions. For example, studies have used brain imaging to examine the neural basis of reward processing and how it affects motivation according to Murayama, K., Matsumoto, M., Izuma, K., & Matsumoto, K. 2010.

HRV is a measure of the autonomic nervous system, which controls the body's internal organs and regulates physiological responses to stress and other stimuli. Low HRV is associated with increased sympathetic nervous system activity and decreased parasympathetic activity, which can have negative effects on physical and mental health according to Porges, S. W. 1995.

Skin conductance measures changes in the electrical conductance of the skin, which is influenced by the activity of sweat glands and is controlled by the sympathetic nervous system. Skin conductance is commonly used in research on emotion and arousal and has been used to study the physiological correlates of motivation and reward processing, according to Boucsein, W. 2012.

Cortisol is a hormone that is released in response to stress and can have both positive and negative effects on the body depending on the duration and intensity of the stressor. Elevated cortisol levels over a prolonged period can lead to negative health outcomes, such as increased risk of cardiovascular disease and depression, and have been linked to decreased motivation and cognitive function according to Dickerson, S. S., & Kemeny, M. E. 2004.

* Advantages and disadvantages of different measures of motivation

Self-report measures of motivation (e.g., Likert scales, questionnaires)

Advantages: Self-report measures are relatively easy and quick to administer and can be used to gather large amounts of data from many participants. They can also be modified to measure specific aspects of motivation, such as intrinsic versus extrinsic motivation.

Disadvantages: Self-report measures are subject to social desirability bias, which can affect the accuracy of the responses. They may also be influenced by factors such as memory recall, response styles, and mood, which can affect the validity of the results.

Behavioral measures of motivation (e.g., performance tasks, observation)

Advantages: Behavioral measures are often considered to be more objective than self-report measures, as they provide direct evidence of an individual's motivation and behavior. They can also be used to measure specific aspects of motivation, such as persistence and choice.

Disadvantages: Behavioral measures can be time-consuming and expensive to administer and may not be suitable for all types of research. They may also be influenced by factors such as fatigue, anxiety, and performance anxiety, which can affect the validity of the results.

Physiological measures of motivation (e.g., brain imaging, heart rate variability)

Advantages: Physiological measures provide direct evidence of the underlying biological processes that are associated with motivation and can be used to investigate the neural and physiological mechanisms that underlie motivation. They are also less subject to social desirability bias than self-report measures.

Disadvantages: Physiological measures can be expensive and time-consuming to administer and may not be suitable for all types of research. They may also be affected by factors such as participant movement and noise, which can affect the validity of the results.

Key term

**Flow state**

1. Managing Motivation

* Understanding individual differences in motivation: personality, values, and goals

It is important to manage your motivation in life, so you can become more efficient as a human being. Starting with personality: There is a growing body of research that explores the link between personality traits and motivation. For example, studies have found that individuals high in extraversion tend to be more motivated to seek out social rewards and engage in social activities, while those high in neuroticism may be more motivated to avoid negative outcomes according to Barrick & Mount, 1991; Hmieleski & Ensley, 2007. Additionally, personality traits such as conscientiousness have been linked to increased motivation to achieve goals and persist in the face of setbacks according to Barrick & Mount, 1991.

Values: Values are another important individual difference that can influence motivation. For example, individuals who place a high value on achievement may be more motivated to pursue challenging goals, while those who value conformity may be more motivated to avoid deviant behavior according to Schwartz, 1992. Additionally, studies have found that the degree of alignment between an individual's values and the values of their organization or work environment can have a significant impact on motivation and job satisfaction according to Judge & Bretz, 1994.

Goals: Finally, research has also explored how individual differences in goal orientation can impact motivation. For example, individuals with a mastery orientation are motivated to develop their competence and improve their skills, while those with a performance orientation are motivated to demonstrate their competence and outperform others according to Elliot & McGregor, 2001. Additionally, studies have found that individuals with a strong sense of purpose, or a clear and meaningful goal in life, tend to be more motivated and experience greater well-being according to Burrow & Hill, 2018.

* Providing feedback and recognition to enhance motivation.

Feedback: Providing feedback that is specific, timely, and goal-oriented has been found to enhance motivation and performance. For example, a study of college students found that those who received feedback on their writing that was focused on specific strengths and weaknesses, and provided in a timely manner, showed greater improvement in their writing skills compared to those who received no feedback or general feedback according to Butler & Nisan, 1986. Similarly, feedback that is aligned with an individual's goals and provides guidance for improvement has been shown to enhance motivation and achievement according to Locke & Latham, 2019.

Recognition: Recognition and praise for one's accomplishments can also be a powerful motivator. Studies have found that providing recognition that is genuine, personalized, and tied to specific achievements can enhance motivation and job satisfaction according to Gosselin & Wenger-Trayner, 2018; Grant, 2013. Additionally, providing recognition that is public and visible to others can enhance motivation by providing a sense of social validation and enhancing one's reputation according to Grant, 2013.

* Creating a motivating organizational culture: Vision, mission, and values

Vision: A clear and compelling vision can provide a sense of direction and purpose for employees, enhancing motivation and engagement. Studies have found that organizations with a strong and inspiring vision are more likely to attract and retain talented employees and are more successful in achieving their goals according to Collins & Porras, 1996; Sashkin & Rosenbach, 1997. Additionally, a shared vision that is communicated effectively and consistently can foster a sense of teamwork and collaboration among employees according to Kirkpatrick & Locke, 1991.

Mission: A mission statement that clearly communicates an organization's purpose and values can also enhance motivation and engagement among employees. Studies have found that employees who identify strongly with their organization's mission are more committed to their work and are more likely to engage in behaviors that support the organization's goals according to Bartels & Van Knippenberg, 2012; Jackson, Colquitt, Wesson, & Zapata-Phelan, 2006. Additionally, a mission statement that emphasizes social responsibility and ethical behavior can enhance employee motivation by providing a sense of meaning and purpose beyond financial gain according to Maignan & Ferrell, 2004.

Values: An organization's values can shape its culture and influence the behaviors and attitudes of its employees. Studies have found that employees who perceive a strong alignment between their personal values and their organization's values are more likely to feel motivated and committed to their work according to Cameron & Quinn, 2006; Schwartz & Bilsky, 1987. Additionally, values that emphasize fairness, respect, and inclusivity can enhance motivation and engagement by promoting a sense of belonging and social support among employees according to Gagné & Deci, 2005; Ryan & Deci, 2017.

Now you should be able to provide students with resources and tools to help them understand their personal values and how they can align them with their academic and career goals. Provide opportunities for peer recognition and feedback to enhance students' sense of belonging and motivation. Create a supportive and inclusive learning environment that fosters respect, empathy, and teamwork among students.

Conclusion

What is motivation and does it matter?

Motivation is the energization and direction of behavior, as well as the persistence of that behavior, over time. Motivation drives individuals to pursue their goals, overcome obstacles, and achieve their full potential. Motivated individuals are more likely to engage in goal-directed behavior, perform better in various domains of life, and experience greater well-being and life satisfaction. Motivation is particularly important in the workplace for job performance and productivity and can have a positive impact on health and well-being. Intrinsic motivation refers to engaging in an activity for its inherent satisfactions, while extrinsic motivation refers to engaging in an activity to obtain external rewards or avoid punishment. Intrinsic motivation is associated with higher levels of task engagement, persistence, and creativity, while extrinsic motivation may lead to lower levels of task engagement. Extrinsic motivation can be beneficial in certain situations, and the quality of extrinsic motivation is important.

History & Overview of Motivational Theories:

There are several major motivational theories, such as Instinct theory, Drive reduction theory, Maslow's Hierarchy of Needs, Self-Determination Theory, Expectancy theory, Goal-setting theory, and Social Cognitive Theory These theories provide different perspectives on the nature, sources, and consequences of motivation. While each theory has its strengths and weaknesses, they can be useful in understanding and managing motivation in different contexts.

Measuring Motivation:

Motivation can be measured using self-report questionnaires, behavioral measures, and physiological indicators. Self-report measures include Likert scales and questionnaires, such as the Self-Determination Theory Questionnaire (SDTQ) and the Academic Motivation Scale (AMS). Self-report measures are widely used but may be influenced by social desirability bias and other sources of error. Behavioral measures include performance tasks, observation, and flow state, such as the marshmallow test and task engagement. Physiological measures include brain imaging and heart rate variability (HRV), which can be used to examine the neural basis of motivation and the autonomic nervous system's activity. Combining different measures can provide a more comprehensive understanding of motivation.

Managing Motivation:

Understanding individual differences in motivation: Personality traits can influence motivation, with extraversion linked to social rewards and neuroticism to avoiding negative outcomes. Values can also impact motivation, with achievement-oriented individuals more motivated to pursue challenging goals. Goal orientation is another factor, with mastery orientation focused on developing competence and performance orientation on outperforming others. Providing feedback and recognition to enhance motivation: Specific, timely, and goal-oriented feedback can enhance motivation and performance. Genuine, personalized, and visible recognition can be a powerful motivator. Creating a motivating organizational culture: clear and compelling vision can enhance motivation and engagement. A mission statement that communicates an organization's purpose and values can increase commitment and engagement. Shared values that align with personal values can enhance motivation and commitment.

Discussion

It's important to note that motivation can be driven by both internal and external factors. Intrinsic motivation comes from within, and it's driven by the inherent satisfaction and enjoyment we get from doing an activity. Extrinsic motivation, on the other hand, comes from external factors such as rewards, recognition, and punishments. While both types of motivation can be effective in driving behavior, research suggests that intrinsic motivation tends to lead to more sustained and enjoyable engagement in tasks.

Several theories attempt to explain motivation and how it works. These include Instinct theory, Drive Reduction theory, Maslow's Hierarchy of Needs, Self-Determination Theory, Expectancy theory, Goal-setting theory, and Social Cognitive Theory. Each of these theories offers a unique perspective on what motivates people and how to encourage and sustain motivation.

To measure motivation, researchers use various methods, including self-report questionnaires, behavioral measures, and physiological indicators. Self-report measures ask individuals to report on their own motivation levels, while behavioral measures involve observing individuals' behavior in real-time. Physiological measures, such as brain imaging, provide insights into the neural basis of motivation.

Finally, understanding how to manage motivation is essential for personal and professional success. Providing feedback and recognition, creating a motivating organizational culture, and understanding individual differences in motivation are some strategies that can help sustain motivation over time.

Overall, understanding motivation and how to manage it effectively can lead to personal and professional success, as well as a more fulfilling and enjoyable life.

Key terms

**Intrinsic motivation, extrinsic motivation, flow state, physiological needs, safety and security needs, love and belonging needs, self-esteem need, self-actualization needs, autonomy, competence, and relatedness, expectancy, instrumentality, and valence.**

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Response to Reviewers Document

First, I should add some more “human” voice.

* P.3, first sentence in paragraph “Importance of motivation for personal and professional success” changed crucial with significant
* P.4, 2nd sentence changed exhibit with show, 5th sentence changed crucial with important
* P.4 first sentence in the paragraph “Types of motivation: intrinsic and extrinsic” changed crucial with key
* Added human voice in all transition’s sentences from below.

Second, transitions between sections.

* P.3, 1st line (transition into what and why motivation matters)
* P.6, 1st line (transition into history of motivational theories)
* P.12. 1st line (transitions into measuring motivation)
* P. 15 (transition into managing motivation)

Third, provide more specific examples for each concept I introduce.

* P.8, 2nd, 3rd, 4th sentence, examples for autonomy, competence, and relatedness
* P.9, 4th, 5th, 6th sentence, examples for expectancy, instrumentality, and valence

Fourth, bold more vocab words and provide definition.

* P.6, 2nd sentence (**instinct theory**)
* P.6, 2nd paragraph, 1st sentence (**drive reduction theory**)
* P.7, 1st, 2nd, 3rd, 4th, 5th sentence (**hierarchy of needs,** **physiological needs, safety and security needs, love and belonging needs, self-esteem need, self-actualization needs**) specific examples are provided in the image below on p.7.
* P.8,2nd, 3rd, 4th sentence (**Self-Determination Theory, autonomy, competence, and relatedness)** with definition in parentheses
* P.9, 4th, 5th, 6th sentence (**Expectancy theory, expectancy, instrumentality, and valence**) with definition
* P.10, 1st sentence, 1st paragraph (**Goal-Setting Theory)**
* P.10, 1st sentence, 2nd paragraph (**Social Cognitive Theory)**

Fifth, develop learning outcomes, take-aways, and discussion questions.

* Learning outcomes, take-ways were added on p.2.
* Discussion questions can be found on p.3 bottom, p.5 last sentence, p.8 below figure 1, p.9 below figure 2, p.10 below figure 3, p.11 below figure 5