CHAPTER 9 - MOTIVATION

Prologue: People use the idea of motivation frequently to:
- explain differences in peoples behaviors,
- account for people's preferences for different activities,
- assign responsibility for people's actions,
- explain why people persevere despite obstacles and adversity

Defining Motivation
motivation - "the act or process of motivating" - "to provide with a motive"

Traditional views
Psychologists often divide the concept of motivation into two parts: *drives* (which are mainly unconditioned and biologically based such as hunger and thirst) and *motives* (which are at least partially learned and psychologically or socially based, such as desire for money and the things it buys)

Broad motives
achievement motive - the desire to success and make significant and valuable accomplishments

Desire and readiness to change
desire to change is considered a motive, and assessing it can be important in therapy, especially if the client will be applying self-management techniques, such as reinforcement

stages of change model - describes a series of five stages through which people's motivation and intention to modify a specific behavior, such as exercising, progress in readiness to change
- at lowest stage, person has no interest in changing the behavior
- at the highest stage, person has completed the change and is working to maintain it

- people at an intermediate stage called preparation have made the commitment to modify the behavior and are in the process of planning the efforts they will use to achieve that goal in the near future

A behavior analytic view
- manipulate motivation as an antecedent
- we want to enhance the motivation of individuals in interventions to modify their behavior - enhanced motivation increased the likelihood of behavior change

Motivating Operations
motivating operations - procedures that temporarily alter the effectiveness of a reinforcer or punisher on behavior and performance of behaviors that normally lead to those consequences
- two effects of MOs: changing the effectiveness of a consequence is called the **value-altering effect**; changing the performance of behaviors that normally lead to those consequences is called the **behavior-altering effect**
  - MOs -> value-altering effects + behavior-altering effects
- two types of behavior altering effect: **evocative effect** if it increases the behavior and an **abative** effect if it decreases the behavior
- MOs can be of two types:
  - **establishing operations** increase the effectiveness of a reinforcer or punisher (the value-altering effect) and lead to corresponding changes in behavior (the behavior-altering effect)
  - **abolishing operations** decrease the effectiveness of a reinforcer or punisher on behavior - if an AO applies to a reinforcer, it decreases the behavior (abative effect); if it applies to a punisher, it increases the behavior (an evocative effect)

Unconditioned and conditioned motivating operations

Unconditioned motivating operations (UMOs) have inborn value-altering effects on consequences; that is, these effects were not learned - oxygen deprivation, sex deprivation, sleep deprivation, body becoming too cold or too warm, increase in painful stimulation

Conditioned motivating operations (CMOs) alter a consequence's effectiveness; that is, they have value-altering effects, as a result of prior learning

Applying motivating operations

Deprivation and satiation
- the greater the deprivation, the more effective the reinforcer becomes in strengthening behavior - this rule applies to most unconditioned reinforcers and probably many conditioned reinforcers
  - higher rates of correct responding occurred under deprivation than satiation

Altering the consequence itself

- another procedure for creating MOs is to change the value of the consequence itself
  - one way to do this is to alter what the person can do with the item received as a reinforcer - for example, devaluation of currency - foreign exchange
  - another way to alter the value of consequences involve feedback or praise