

UNIT 8A: MOTIVATION

PERSPECTIVES ON MOTIVATION

OBJECTIVE 1: Define *motivation* as psychologists use the term today, and name four perspectives useful for studying motivated behaviors.

1. Motivation is defined as A NEED OR DESIRE THAT ENERGIZES BEHAVIOR AND DIRECTS IT TOWARD A GOAL.
2. Four perspectives on motivation are INSTINCT theory (now replaced by the EVOLUTIONARY perspective), DRIVE - REDUCTION theory, AROUSAL theory, and the HIERARCHY of needs proposed by ABRAHAM MASLOW.

OBJECTIVE 2: Discuss the similarities and differences between instinct theory and the evolutionary perspective.

3. As a result of Darwin's influence, many complex behaviors were classified as rigid, unlearned behavior patterns that are characteristic of a species, called INSTINCTS.

Discuss why early instinct theory failed as an explanation of human behavior.

ACCORDING TO INSTINCT THEORY, ANY HUMAN BEHAVIOR COULD BE REGARDED AS AN INSTINCT. THE ONLY EVIDENCE FOR EACH SUCH "INSTINCT" WAS THE BEHAVIOR USED TO IDENTIFY IT. THUS, INSTINCT THEORY OFFERED ONLY CIRCUCLAR EXPLANATIONS; IT LABELED BEHAVIORS BUT DID NOT EXPLAIN THEM.

4. The idea underlying the theory that GENES predispose species-typical behavior remains popular.

OBJECTIVE 3: Explain how drive-reduction theory views human motivation.

5. According to another view of motivation, organisms may experience a physiological NEED, which creates a state of arousal that DRIVES the organism to reduce the need.
6. The aim of drive reduction is to maintain a constant internal state, called HOMEOSTASIS.
7. Behavior is often not so much pushed by our drives as it is pulled by INCENTIVES in the environment.

OBJECTIVE 4: Discuss the contribution of arousal theory to the study of motivation.

8. Rather than reduce a physiological need, some motivated behaviors actually INCREASE arousal. This demonstrates that human motives DO NOT (do/do not) always satisfy some biological need.

9. Human motivation aims not to eliminate AROUSAL but to seek OPTIMUM LEVELS of arousal.

OBJECTIVE 5: Describe Maslow's hierarchy of needs.

10. Starting from the idea that some needs take precedence over others, Maslow constructed a HIERARCHY of needs.
11. According to Maslow, the PHYSIOLOGICAL needs are the most pressing, whereas the highest-order needs relate to SELF-ACTUALIZATION.
12. A criticism of Maslow's theory is that the sequence is ARBITRARY and not UNIVERSALLY experienced.
13. Surveys of life satisfaction reveal that FINANCIAL satisfaction is strongly predictive of subjective well-being in poorer nations, whereas HOME - LIFE satisfaction matters more in wealthy nations and SELF-ESTEEM in individualist nations.

HUNGER

1. Ancel keys observed that men became more preoccupied with thoughts of food when they underwent SEMISTARVATION.

OBJECTIVE 6: Describe the physiological determinants of hunger.

2. Cannon and Washburn's experiment using a balloon indicated that there is an association between hunger and STOMACH CONTRACTIONS.
3. When an animal has had its stomach removed, hunger DOES (does/does not) continue.
4. Increase in the hormone INSULIN diminish blood GLUCOSE, partly by converting it to stored fat, which causes hunger to INCREASE.
5. The brain area that plays a role in hunger and other bodily maintenance functions is the HYPOTHALAMUS. Animals will begin eating when the LATERAL HYPOTHALAMUS is electronically stimulated. When this region is destroyed, hunger DECREASES (increases/decreases). Animals will stop eating when the VENTROMEDIAL HYPOTHALAMUS is stimulated. When this area is destroyed, animals OVEREAT (overeats/undereats).
6. When a rat is deprived of food and blood sugar levels wane, the LATERAL HYPOTHALAMUS churns out the hunger-triggering hormone OREXIN.

7. When a portion of an obese person's stomach is surgically sealed off, the remaining stomach produces _____ **LESS** _____ (more/less) of the hunger-arousing hormone _____ **GHRELIN** _____.

For questions 8-12, identify the appetite hormone that is described.

8. Hunger-triggering hormone: _____ **OREXIN** _____.
9. Hormone secreted by empty stomach: _____ **GHRELIN** _____.
10. Hormone secreted by pancreas: _____ **OREXIN** _____.
11. Chemical secreted by bloated fat cells: _____ **LEPTIN** _____.
12. Digestive tract hormone that signals fullness: _____ **PYY** _____.
13. The weight level at which an individual's body is programmed to stay is referred to as the body's _____ **SET** _____ _____ **POINT** _____. A person whose weight goes beyond this level will tend to feel _____ **LESS** _____ (more/less) hungry than usual and expend _____ **MORE** _____ (more/less) energy.
14. The rate of energy expenditure in maintaining basic functions when the body is at rest is the _____ **BASAL** _____ _____ **METABOLIC** _____ rate. When food intake is reduced, the body compensates by _____ **LOWERING** _____ (raising/lowering) this rate.
15. The concept of a precise body set point that drives hunger _____ **IS NOT ACCEPTED** _____ (is accepted/is not accepted) by all researchers. Some researchers believe that set point can be altered by _____ **SLOW, SUSTAINED CHANGES IN BODY WEIGHT** _____. In support of this idea is evidence that when people and other animals are given unlimited access to tasty foods, they tend to _____ **OVEREAT** _____ and _____ **GAIN** _____ **WEIGHT** _____. For these reasons, some researchers prefer to use the term _____ **SETTLING** _____ _____ **POINT** _____ as an alternative to the idea that there is a fixed set point.

OBJECTIVE 7: Discuss psychological and cultural influences on hunger.

16. Research with amnesia patients indicates that part of knowing when to eat is our _____ **MEMORY** _____ of our last meal.
17. Carbohydrates boost levels of the neurotransmitter _____ **SEROTONIN** _____, which _____ **CALMS** _____ (calms/arouses) the body.
18. Taste preferences for sweet and salty are _____ **GENETIC** _____ (genetic/learned). Other influences on taste include _____ **CONDITIONING** _____ and _____ **CULTURE** _____. We have a natural distaste of many foods that are _____ **UNFAMILIAR** ____; this _____ **NEOPHOBIA** _____ was probably adaptive for our ancestors, and protected them from toxic substances.

OBJECTIVE 8: Explain how the eating disorders anorexia nervosa and bulimia nervosa demonstrate the influence of psychological forces on physiologically motivated behaviors.

19. The disorder in which a person becomes significantly underweight yet feels fat is known as _____ **ANOREXIA** _____ _____ **NERVOSA** _____.
20. A more common disorder, is _____ **BULIMIA** _____ _____ **NERVOSA** _____, which is characterized by repeated _____ **BINGE** _____ - _____ **PURGE** _____ episodes and by feelings of depression or anxiety.
21. The families of bulimia patients have high incidence of _____ **ALCOHOLISM** _____, _____ **OBESITY** _____, and _____ **DEPRESSION** _____. The families of anorexia patients tend to be _____ **COMPETITIVE** _____, _____ **HIGH** _____ - _____ **ACHIEVING** _____, and _____ **PROTECTIVE** _____. Eating disorders _____ **DO NOT PROVIDE** _____ (provide/do not provide) a telltale sign of childhood sexual abuse.
22. Genetic factors _____ **MAY** _____ (may/do not) influence susceptibility to eating disorders. The genes for these disorders may be predisposed by _____ **EVOLUTION** _____.
23. Vulnerability to eating disorders _____ **INCREASES** _____ (increases/does not increase) with greater body dissatisfaction.
24. Women students in _____ **INDIA** _____ rate their ideal shape as closer to the cultural idea. In _____ **WESTERN** _____ cultures, however, the rise in eating disorders has coincided with an increasing number of women having a _____ **BODY** _____ _____ **IMAGE** _____.
25. Stice and Shaw found that when young women were shown pictures of unnaturally thin models, they felt more _____ **ASHAMED** _____, _____ **DEPRESSED** _____, and _____ **DISSATISFIED** _____ with their own bodies.
26. In studying our motivation to eat, we must consider not only biological influences but also psychological influences such as the _____ **SIGHT** _____ and _____ **SMELL** _____ of tasty foods and our mood and _____ **SOCIAL** _____ - _____ **CULTURAL** _____ influences such as the thinness idea.

SEXUAL MOTIVATION

1. In the 1940s and 1950s, a biologist named _____ **KINSEY** _____ surveyed the sexual practices of thousands of men and women. One of his major findings was that there _____ **WAS** _____ (was/was not) great diversity in "normal" sexual behavior.

OBJECTIVE 9: Describe the human sexual response cycle, and discuss some causes of sexual disorders.

2. The two researchers who identified a four-stage sexual response cycle are _____ **MASTERS** _____ and _____ **JOHNSON** _____. In order, the stages of the

cycle are the EXCITEMENT phase, the PLATEAU phase, the ORGASM phase, and the RESOLUTION phase.

3. During resolution, males experience a REFRACTORY PERIOD, during which they are incapable of another orgasm.
4. Problems that consistently impair sexual functioning are called SEXUAL DISFUNCTIONS. Examples of such problems include PREMATURE EJACULATION, ERECTILE DYSFUNCTION, and ORGASMIC DISORDER.
5. Personality disorders HAVE NOT (have/have not) been linked with most of the problems impairing sexual functioning. The most effective therapies for sexual problems are BEHAVIORALLY oriented.

OBJECTIVE 10: Discuss the impact of hormones on sexual motivation and behavior.

6. In most mammals, females are sexually receptive only during ovulation, when the hormone ESTROGEN has peaked.
7. The importance of the hormone TESTOSTERONE to male sexual arousal is confirmed by the fact that sexual interest declines in animals if their TESTES are removed. In women, low levels of the hormone TESTOSTERONE may cause a waning of sexual interest.
8. Normal hormonal fluctuations in humans have LITTLE (little/significant) effect on sexual motivation. In later life, frequency of intercourse DECREASES (increases/decreases) as sex hormone levels DECLINE (increase/decrease).

OBJECTIVE 11: Describe the role of external stimuli and fantasies on sexual motivation and behavior.

9. Research has shown that erotic stimuli ARE (are/are not) nearly as arousing for women as for men.
10. Brain scans reveal more activity in the AMYGDALA among (women/men) who are viewing erotica.
11. With repeated exposure, the emotional response to an erotic stimulus often HABITUATES.

Explain some of the possible harmful consequences of sexually explicit material.

EROTIC MATERIAL MAY INCREASE THE VIEWER'S ACCEPTANCE OF THE FALSE IDEA THAT WOMEN ENJOY RAPE, MAY INCREASE MEN'S WILLINGNESS TO HURT WOMEN, MAY LEAD PEOPLE TO DEVALUE THEIR PARTNERS AND RELATIONSHIPS, AND MAY DIMINISH

PEOPLE'S SATISFACTION WITH THEIR OWN SEXUAL PARTNERS.

12. Most women and men HAVE (have/do not have) sexual fantasies. Compared to women's fantasies, men's sexual fantasies are more FREQUENT, PHYSICAL, AND LESS ROMANTIC. Sexual fantasies do not indicate sexual PROBLEMS or DISSATISFACTION.

OBJECTIVE 12: Discuss some of the forces that influence teen pregnancy and teen attitudes toward contraception.

13. Attitudes toward premarital sex vary widely from one CULTURE to another and with the passage of TIME. Rates of teen intercourse in the United States and WESTERN EUROPE are much higher than those in ASIAN and ARAB countries. Compared with European teens, American teens have HIGHER (higher/lower) rates of teen pregnancy and abortion.

State five factors that contribute to the high rate of unprotected sex among teenagers.

AMONG THE FACTORS THAT CONTRIBUTE TO UNPROTECTED SEX AMONG ADOLESCENTS ARE (1) IGNORANCE ABOUT THE SAFE AND RISKY TIMES OF THE MENSTRUAL CYCLE, (2) GUILT RELATED TO SEXUAL ACTIVITY, (3) MINIMAL COMMUNICATION ABOUT BIRTH CONTROL, (4) ALCOHOL USE THAT INFLUENCES JUDGMENT, AND (5) MASS MEDIA NORMS OF UNPROTECTED PROMISCUITY.

OBJECTIVE 13: Describe trends in the spread of sexually transmitted infections.

14. Unprotected sex has led to an increase in adolescent rates of SEXUALLY TRANSMITTED INFECTIONS (STI). Teenage girls, because of their lower levels of protective ANTIBODIES, may be especially vulnerable to STIs.

State several predictors of sexual restraint (reduced teen sexuality and pregnancy).

TEENS WITH HIGH INTELLIGENCE TEST SCORES, THOSE WHO ARE ACTIVELY RELIGIOUS, THOSE WHOSE FATHER IS PRESENT, AND THOSE WHO PARTICIPATE IN SERVICE LEARNING PROGRAMS MORE OFTEN DELAY SEX. TRENDS TOWARD COMMITMENT SHOW DECLINING TEEN BIRTH RATES AND SEXUAL ACTIVITY.

OBJECTIVE 14: Summarize current views on the number of people whose sexual orientation is homosexual, and discuss the research on environmental and biological influences on sexual orientation.

15. A person's sexual attraction toward members of a particular gender is referred to as **SEXUAL ORIENTATION**.
16. Historically, **ALL** (all/ a slight majority) of the world's cultures have been predominantly heterosexual. Most homosexuals began thinking of themselves as gay or lesbian around age **20**.
17. Studies in Europe and the United States indicate that approximately **3 OR 4** percent of men and **1 OR 2** percent of women are exclusively homosexual. This finding suggests that popular estimates of the rate of homosexuality are **HIGH** (high/low/accurate).
18. A person's sexual orientation **DOES NOT** (does/does not) appear to be voluntarily chosen. Several research studies reveal that sexual orientation among **WOMEN** (women/men) tends to be less strongly felt and potentially more changeable than among the other gender. This phenomenon has been called **EROTIC PLASTICITY**.
19. Gays and lesbians suffer elevated rates of **DEPRESSION** and risk of **SUICIDE** attempts.
20. Most gays and lesbians **ACCEPT** (accept/do not accept) their orientation.
21. Childhood events and family relationships **ARE NOT** (are/are not) important factors in determining a person's sexual orientation.
22. Homosexuality **DOES NOT** (does/does not) involve a fear of the other gender that leads people to direct their sexual desires toward members of their own gender.
23. Sex hormone levels **DO NOT** (do/do not) predict sexual orientation.
24. As children, most homosexuals **WERE NOT** (were/were not) sexually victimized.
25. Homosexual people appear more often in certain populations, including **POETS**, **FICTION WRITERS**, **ARTISTS**, and **MUSICIANS**.
26. Men who have older brothers are somewhat **MORE** (more/less) likely to be gay. This phenomenon, which has been called the **FRATERNAL BIRTH ORDER EFFECT**, may represent a defensive maternal **IMMUNE** response to substances produced by **MALE** (male/female) fetuses.
27. One theory proposes that people develop a homosexual orientation if they are segregated with **THEIR OWN** (their own/the other) gender at the time their sex drive matures. The fact that early homosexual behavior

DOES NOT (does/does not) make people homosexual **CONFLICTS WITH** (supports/conflicts with) this theory.

28. Same-sex attraction **DOES** (does/does not) occur among animals.
29. Researcher Simon LeVay discovered a cluster of cells in the **HYPOTHALAMUS** that is larger in **HETEROSEXUAL** men than in all others. Gays and lesbians differ from their straight counterparts in their preference for sex-related **ODORS**. Other studies have found a section of the brain's **ANTERIOR COMMISSURE** that is one-third larger in homosexual men than in heterosexual men.
30. Studies of twins suggest that genes probably **DO** (do/do not) play a role in homosexuality.
31. In animals and some rare human cases, sexual orientation has been altered by abnormal **HORMONE** conditions during prenatal development. In humans, prenatal exposure to hormone levels typical of **FEMALES**, particularly between **2** and **5** months after conception, may predispose an attraction to males.
32. Gay males and lesbians may have certain physical traits more typical of those of the other gender, including **FINGERPRINT** patterns, greater odds of being **LEFT** (right/left)-handed, and anatomical traits of the **COCHLEA** within the hearing system.
33. Most psychiatrists now believe that **NATURE** (nature/nurture) plays the larger role in predisposing sexual orientation. Those who believe that sexual orientation is determined by **NATURE** express more accepting attitudes toward homosexual persons.
34. Recent public opinion surveys reveal a **MORE** (more/less) accepting attitude toward homosexuality among Americans **BUT NOT A LIBERALIZATION OF** (and/ but not a liberalization of) all sex-related attitudes.

OBJECTIVE 15: Discuss the place of values in sex research.

35. The study of sexual behavior and what motivates it **CANNOT** (can/cannot) be free of values.
36. Researchers' values **SHOULD** (should/should not) be openly stated.

THE NEED TO BELONG

OBJECTIVE 16: Describe the adaptive value of social attachments, and identify both healthy and unhealthy consequences of our need to belong.

1. The philosopher **ARISTOTLE** referred to humans as the **SOCIAL** animal. From an evolutionary standpoint, social bonds in humans boosted our ancestors' **SURVIVAL** rates. If those who felt this need to **BELONG** survived and

- reproduced more successfully, their **GENES** would in time predominate.
- When asked what makes life most meaningful, most people mention **CLOSE, SATISFYING RELATIONSHIPS WITH FAMILY, FRIENDS OR ROMANTIC PARTNERS**.
 - Feeling accepted and loved by others boosts our **SELF-ESTEEM**.
 - Much of our **SOCIAL** behavior aims to increase our belonging. For most people, familiarity leads to **LIKING** (liking/disliking).
 - After years of placing individual refugee and immigrant families in **ISOLATED** communities, US policies today encourage **CHAIN** **MIGRATION**.
 - THROUGHOUT THE WORLD** (Throughout the world/ Only in certain cultures do) people use social exclusion, or **OSTRACISM**, to control social behavior.
 - Researchers have found that ostracism increased activity in the brains **ANTERIOR** **CINGULATE** **CORTEX**, which is also activated in response to **PHYSICAL** **PAIN**.
 - Researchers have found that people who are rejected are more likely to engage in **SELF-DEFEATING** behaviors and may exhibit more **ANTISOCIAL** behavior, such as **AGGRESSION**.
 - People who perceive strong social support from others live with better **HEALTH** than those who lack social support. They also have a lower risk of **PSYCHOLOGICAL** disorder and premature **DEATH**.

MOTIVATION AT WORK

OBJECTIVE 17: Discuss the importance of flow, and identify the three subfields of industrial-organizational psychology.

- According to Freud, the healthy life is filled with **WORK** and **LOVE**.
 - Most people **DO NOT HAVE** (have/do not have) a predictable career path, which is one reason that many colleges focus less on **TRAINING JOB SKILLS** and more on **ENLARGING CAPACITIES FOR UNDERSTANDING, THINKING, AND COMMUNICATING IN ANY WORK SETTING**.
 - People who are unemployed **REPORT** (report/do not report) lower well-being. People who view their work as a **CALLING** report the greatest satisfaction.
 - Psychologist Mihaly Csikszentmihali formulated the concept of **FLOW**, which is defined as a state of focused **CONSCIOUSNESS** and diminished awareness of **SELF**. People who experience this state also experience increased feelings of **SELF-ESTEEM**, **COMPETENCE**, and **WELL-BEING**.
- The nature of work has changed, from **FARMING** to **MANUFACTURING** to **KNOWLEDGE** **WORK**. In addition, work is increasingly being **OUTSOURCED** to temporary employees.
 - The subjective sense of mutual obligations between workers and employers has been called the **PSYCHOLOGICAL** **CONTRACT**.
 - The field of **INDUSTRIAL** - **ORGANIZATIONAL** psychology applies psychology's principles to the workplace. The subfield of **ORGANIZATIONAL** **PSYCHOLOGY**, examines how work environments and **MANAGEMENT** styles influence worker motivation. A third subfield **HUMAN** **FACTORS** **PSYCHOLOGY**, focuses on the design of appliances, machines, and work environments.
- OBJECTIVE 18: Describe how personnel psychologists help organizations with employee selection, work placement, and performance appraisal.**
- Personnel psychologists have found that the corporate world is generally quite **BAD** (good/bad) at capitalizing on the strengths of workers. One remedy to this is instituting a **STRENGTHS** - **BASED** selection system which matches strengths to work.
 - (Close-Up) Satisfied and successful people devote less time to **CORRECTING** **DEFICIENCIES** than to **ACCENTUATING** **STRENGTHS**.
 - Interviewers' impressions of applicants tend to be highly **ERROR-PRONE** (accurate/error-prone).
 - Interviewers tend to **OVER** (over/under)estimate their interviewing skills and intuition - a phenomenon labeled the **INTERVIEWER** **ILLUSION**.
- State four effects that fuel this phenomenon.
- INTERVIEWERS DISCLOSE THE INTERVIEWEE'S GOOD INTENTIONS, WHICH ARE LESS REVEALING THAN THEIR TYPICAL BEHAVIORS**
 - INTERVIEWERS TEND TO FOLLOW THE SUCCESSFUL CAREERS OF PEOPLE THEY HIRED AND LOSE TRACK OF THOSE THEY DID NOT HIRE**
 - INTERVIEWERS MISTAKENLY PRESUME THAT HOW INTERVIEWEES PRESENT THEMSELVES REFLECTS ONLY THEIR ENDURING TRAITS**
 - INTERVIEWER'S PRECONCEPTIONS AND MOODS INFLUENCE THEIR PERCEPTIONS OF JOB APPLICANTS**

12. A more disciplined method of collecting information from job applicants is the **STRUCTURED INTERVIEW**, which asks the same questions of all applicants. This method enhances the **RELIABILITY** and **PREDICTIVE** accuracy of the interview process.
13. Performance appraisal has several purposes, including helping organizations decide **WHO TO RETAIN**, how to appropriately **REWARD AND PAY WORKERS**, and how to better harness employees' **STRENGTHS**. Performance appraisal methods include **CHECKLISTS**, **GRAPHIC RATING** scales, and **BEHAVIOR RATING** scales.
14. One form of bias in performance appraisal is the **HALO EFFECT**, which occurs when one **TRAIT** biases ratings of other work-related behaviors. Another is the **RECENCY** error, which occurs when raters focus on easily remembered behavior. Two others are the **LENIENCY** and the **SEVERITY** errors, in which an evaluator tends to be either too easy or too harsh on everyone.
19. Managers who are directive, set clear standards, organize work, and focus attention on specific goals are said to employ **TASK LEADERSHIP**. More democratic managers who aim to build teamwork and mediate conflicts in the work force employ **SOCIAL LEADERSHIP**.
20. An outdated leadership theory, called the **GREAT PERSON** theory of leadership, assumes that all great leaders share certain **TRAITS**.
21. Effective leaders often possess a self-confident **CHARISMA** that is a mixture of their **VISION** of some goal, coupled with an ability to **COMMUNICATE** clearly and to **INSPIRE** others. Similarly, **TRANSFORMATIONAL** leaders articulate high standards, inspire others, and offer personal attention.
22. People respond more positively when they are given the opportunity to **VOICE** their opinions during the decision-making process. This has been called the **VOICE EFFECT**.

OBJECTIVE 19: Define achievement motivation, and explain why organizations would employ an I/O psychologist to help motivate employees and foster employee satisfaction.

15. Psychologists refer to the desire for significant accomplishments, mastering skills or ideas, and attaining a high standard as **ACHIEVEMENT MOTIVATION**. People with high levels of this form of motivation **DO** (do/do not) achieve more. What is most important in their achievement is not so much their creativity or intelligence as their **SELF-DISCIPLINE** and their passionate dedication to an ambitious, long-term goal, or their **GRIT**.
16. Positive moods at work contribute to worker **CREATIVITY**, **PERSISTENCE**, and **HELPFULNESS**. Researchers have also found a positive correlation between measures of organizational success and employee **ENGAGEMENT**, or the extent of workers' involvement, satisfaction, and enthusiasm.

OBJECTIVE 20: Describe some effective management techniques.

17. Good managers help people **IDENTIFY** and measure their talents, match **TASKS** to talents, care how people feel about their work, and **REINFORCE** positive behaviors.
18. When people state not only goals but also their **IMPLEMENTATION INTENTIONS**, they become more focused in their work and timely completion becomes more likely.