6th Annual Meeting of the Society for the Study of Motivation (SSM)

The 6th Annual Meeting of the Society for the Study of Motivation (SSM) will take place May 23, 2013, in the Washington Marriot Wardman Park, Washington, DC. It will be held in affiliation with the 25th Annual Convention of the Association for Psychological Science (APS). The program includes invited presentations by Peter M. Gollwitzer (New York University) and Bernard Weiner (University of California, Los Angeles), six symposia, a poster session, a presidential address by Rex A. Wright (University of North Texas), and the Annual SSM Members (Business) Meeting.

Table of Contents

Program Committee and Presenters

Program Committee:
Emily Balcetis (New York University), Andrew Elliot (University of Rocherster), Ayelet Fishbach (University of Chicago), Mary Murphy (Indiana University), Emily Pronin (Princeton University), Neal Roese (Northwestern University), Arne Roets (Ghent University), Julia Schüler (University of Bern)

Program Committee Co-Chairs:
Abigail Scholer (University of Waterloo), Joyce Ehrlinger (Florida State University)

Program Committee Secretary:
Michael Richter (University of Geneva)

Invited Speakers:
Peter M. Gollwitzer (New York University), Bernard Weiner (University of California, Los Angeles), Rex A. Wright (University of North Texas)

Symposium Speakers:
Arzu Aydinli (Tilburg University), Emily Balcetis (New York University), Roberto Caldara (University of Fribourg), Joan Y. Chiao (Northwestern University), William A. Cunningham (University of Toronto), Chad E. Forbes (University of Delaware), G. John Geldhof (Tufts University), Guido H. E. Gendolla (University of Geneva), Veronika Job (University of Zurich), Sander L. Koole (VU University Amsterdam), Catalina Kopetz (University of Maryland), Arie W. Kruglanski (University of Maryland), Florian Müller (Friedrich-Schiller-Universität Jena), Jana Nikitin (University of Zurich), Edward Orehek (University of Pittsburgh), Joyce S. Pang (Nanyang Technological University), Michael D. Robinson (North Dakota State University), Jacob Shane (University of California, Irvine), Henk van Steenbergen (Leiden University), Martin J. Tomasik (University of Zurich), Jeffrey B. Vancouver (Ohio University), Brandilynn Villarreal (University of California, Irvine), Julia Vogt (Ghent University), Jay J. Van Bavel (New York University), Kathryn Wentzel (University of Maryland), Allan Wigfield (University of Maryland), Rex A. Wright (University of North Texas)

Poster Presenters:
Sehmuz Akalin (Virginia Tech), Patricia Barreto (University of Florida), Larry C. Bernard (Loyola Marymount University), João Braga (Universidade de Lisboa, Indiana University), Matthew Braslow (The Ohio State University), Kerstin Brinkmann (University of Geneva), M. Jamie-Lee Campbell (University of Freiburg, University of Würzburg), Amy Canevello (University of North Carolina at Charlotte), Joseph A. Carpini (Saint Mary's University), Patricia Chen (University of Michigan, Ann Arbor), Chenelle Chin (Brown University), Brittany Crowley (Western Kentucky University), Miriam K. Depping (University of Zurich), Julie Eyink (Indiana University), Jonathan Fink (Virginia Tech), Jessica Franzen (University of Geneva), Matthew F. Hartwell (Temple University), Maikel Hengstler (Radboud University Nijmegen), Julie Y. Huang (University of Toronto), Hanaa E. M. A. Hussein (Virginia Tech), Hyeyoung Hwang (University of North Carolina at Chapel hill), Brett D. Jones (Virginia Tech), Eline C. Jochems (Erasmus University Medical Centre), Svenja Koletzko (University of Zurich), Jeff J. Kosovich (James Madison University), Kathrin Krause (University of Zurich), Monika Kuster (University of Zurich), Jason S. Lawrence (University of Massachusetts Lowell), Tatiana Malatincová (Masaryk University), Luis Oceja (Universidad Autónoma de Madrid), Marlies Pinnow (Ruhr-University Bochum), Jonathan E. Ramsay (Nanyang Technological University), Johnmarshall Reeve (Korea University), Michael Richter (University of Geneva), Vincent Rousseau (University of Montréal), Kaspar Schattke (Concordia University), Simone Schoch (University of Zurich), Julia Schüler (University of Bern), Jacob Shane (University of California, Irvine), Nicolas Silvestrini (University of Geneva), Allison Skapik (University of Pittsburgh), Joséphine Stanek (University of Geneva), Eric L. Stocks (University of Texas at Tyler), Harish Sujan (Tulane University), Ayumi Tanaka (Doshisha University), Chosang Tendhar (Virginia Tech), Sequana Tolon (Missouri State University), Eric M. VanEpps (Carnegie Mellon University), Amanda Weirup (Carnegie Mellon University), Steven R. Wininger (Western Kentucky University), Kaitlin Woolley (The University of Chicago Booth School of Business), Vinnie Wu (University of California, Irvine)

Program Schedule

7:30am – 11:30am

In front of Lincoln 2 and Lincoln 3
Registration

8:00am – 8:30am

Lincoln 2
Welcoming Remarks & SSM Annual Business Meeting
SSM Program Committee Co-Chair Abigail Scholer (University of Waterloo)

8:30am – 9:30am

Lincoln 2
Invited Address I – Little-known truths, quirky anecdotes, seething scandals and even some science in the history of (primarily achievement) motivation.
Bernard Weiner (University of California, Los Angeles)
Introduction by Kaspar Schattke (Concordia University)

9:30am – 9:45am

Coffee Break

9:45am – 11:15am

Lincoln 2	*Lincoln 3*
Symposium I – Embodying motivation: How bodily experiences shape our goals and desires.	**Symposium II – Spread your wings and fly away: Motivational self-regulation in the transition to adulthood.**

11:15am – 11:30am

Break

11:30am – 12:30pm

Lincoln 2
Presidential Address – Fatigue influence on effort - Considering implications for self-regulatory restraint.
SSM President Rex A. Wright (University of North Texas)

12:30pm – 2:00pm

Lunch

2pm – 3:30pm

Lincoln 2
Symposium III – Motivated social neuroscience.

Lincoln 3
Symposium IV – For better or for worse: Resource mobilization for motivated cognition and action.

3:30pm – 4pm

Coffee Break

4pm – 5pm

Lincoln 2
Invited Address II – Weakness of the will: Is a quick fix possible?
Peter M. Gollwitzer (New York University)
Introduction by Roy Baumeister (Florida State University)

5pm – 6:30pm

Lincoln 2
Symposium V – Dynamics of multiple goals across adulthood.

Lincoln 3
Symposium VI – New directions in the research on implicit motives.

6:30pm - 8pm

Exhibit Hall B South
Evening Reception – Poster Discussion Period

Presidential Address

Fatigue influence on effort - Considering implications for self-regulatory restraint.

Rex A. Wright (University of North Texas)

I will discuss research from my laboratory concerned with fatigue (performance resource depletion) influence on effort in people confronted with performance challenges, considering implications for self-regulatory restraint, i.e., resistance against behavioral impulses. This research measures effort in terms of cardiovascular responses and is guided heavily by Brehm's motivation intensity theory. It can be applied to self-regulation assuming that (1) restraint requires a degree of effort determined by the strength of the relevant behavioral impulse, and (2) self-regulatory systems can be resource depleted.

Invited Addresses

Invited Address I

8:30am – 9:30am, Lincoln 2

Little-known truths, quirky anecdotes, seething scandals and even some science in the history of (primarily achievement) motivation.

Bernard Weiner (University of California, Los Angeles)

This talk presents a history of the field of motivation from approximately 1900-1975, focusing on achievement strivings and containing little-known facts about the main contributors to the field. It is more "up-close" than the typical scientific talk, retrieving titillating and probably lost anecdotes and even scandals. Four theorists are highlighted: David McClelland, Kurt Lewin, John Atkinson, and Fritz Heider, each associated with a different theoretical approach. The talk emphasizes the inter-relations between the theorists and the interaction between personal and scientific life.

Invited Address II

4:00pm – 5:00pm, Lincoln 2

Weakness of the will: Is a quick fix possible?

Peter M. Gollwitzer (New York University)

I will define weakness of the will as ineffective goal striving and claim that using a simple self-regulation strategy (i.e., forming implementation intentions or making if-then plans) can make goal striving more effective -- even when hindrances from within (e.g., ego depletion) or outside (e.g., social influence) are encountered. I'll then turn to reviewing research on how implementation intentions work. Finally, I will raise the question of whether implementation intentions could also control unwanted reflexive responses. Recent findings demonstrate that implementation intentions can be used to curb reflexive cognitive, affective, and behavioral responses that interfere with one's focal goal pursuit.

Symposia

Symposium I

9:45am – 11:15am, Lincoln 2

Embodying motivation: How bodily experiences shape our goals and desires.

Co-Chair: Sander L. Koole (VU University Amsterdam) & Emily Balcetis (New York University)

Traditional theories of human motivation propose that motivated behavior is directed by cognitive considerations (including goals, value, feasibility, and the like) that operate independently of bodily functions. However, recent work on embodied cognition suggests that higher-level cognitive activity is grounded in bodily experiences. The present symposium addresses the implications of an embodied cognition perspective for understanding human motivation. The presenters demonstrate effects of bodily experiences including taste, weight, muscle movements, and physical touch, on motivational dynamics. Specifically, the presenters investigate how bodily states impact processes implicated in prosocial behavior, exercise, approach and avoidance systems, and existential concerns. Cutting across domains and theoretical perspectives, these contributions converge on the notion that even complex and high-level motivational processes may be grounded in bodily experiences. The embodied nature of motivation has profound and far-ranging theoretical implications, and points to potentially powerful new ways of motivating people in applied settings.

Presentation 1 – A role for sweet tastes in the embodiment of prosocial motivation.

Michael D. Robinson (North Dakota State University), Adam K. Fetterman (North Dakota State University), & Brian P. Meier (Gettysburg College)

Lakoff and Johnson (1999) suggested people live metaphorically rather than merely speak this way. For example, nice people may actually be "sweet" in addition to being perceived as sweet by others. Across 6 studies, we provided evidence for the embodied basis of prosocial motivations. Study 1 finds that perceivers infer more prosocial motivation (in the form of agreeableness) when they learn that the target person likes a sweet food. Study 2 finds that people high (rather than low) in prosocial motivation do like sweet-tasting foods more in the lab. Study 3 finds that liking for sweet foods predicts prosocial motivation and behavior outside the lab. Studies 4 and 5 find that tasting sweet foods renders people higher in prosocial motivation. Study 6 finds that people who like sweet foods enjoy their days more when they do something nice for others. The findings establish an embodied basis for prosocial motivation and suggest that metaphoric processes influence people's motivational dynamics.

Presentation 2 – Eye on the prize: Consequences of embodied visual perception and attentional narrowing on the adoption of exercise goals.

Emily Balcetis (New York University), Shana Cole (New York University), Matt Riccio (New York University), & Lily Brafman (New York University)

Obesity rates stand at epidemic levels, in part because people fail to exercise sufficiently. We suggest people may not exercise enough in part because of how they perceive the environment. We summarize our research showing physical states of bodies affect distance perception; overweight, unmotivated people perceive distances as longer than healthy or motivated people. Based on classic and contemporary theory suggesting a relationship between proximity and action, we designed an intervention targeted at changing perceptual experiences and thereby increase exercise behavior. Studies 1 and 2 tested the effects of this intervention. The results showed that the intervention

producing attentional narrowing led targets to appear proximal and increased walking speed ease. We discuss relationships among motivational states of the perceiver, attentional narrowing, perceived proximity, and goal-relevant behavior. These studies support the embodied nature of motivation and self-regulation.

Presentation 3 – Controlled by the body: The effects of approach and avoidance movements on the implementation of difficult actions.

Henk van Steenbergen (Leiden University), Maikel Hengstler (Radboud University Nijmegen), Rob Holland (Radboud University Nijmegen), & Ad van Knippenberg (Radboud University Nijmegen)

Goal-directed action often requires people to quickly adapt to unexpected difficulties. We investigated whether and how this dynamic adaptation is regulated by bodily states involving approach and avoidance movements. Following the detection of an action tendency that conflicts with their current goal, people tend to increase the amount of cognitive control to strengthen the goal-related action tendency. We present two studies that show how arm extension versus arm flexion modulates such conflict-driven, adaptive control as measured in a flanker task. Arm flexion (approach), relative to arm extension (avoidance), decreased adaptive control. Independently, avoidance states also increased the base level of control, as evidenced by a reduced flanker interference effect. The findings illuminate how bodily states may modulate the implementation of difficult goals.

Presentation 4 – Embodied terror management: (Simulated) interpersonal touch alleviates existential concerns among Individuals with low self-esteem.

Sander L. Koole (VU University Amsterdam), Mandy Tjew A Sin (VU University Amsterdam), & Iris Schneider (VU University Amsterdam)

Prior studies indicate that people use symbolic meanings to defend against existential anxiety. The present studies examined if people may also achieve existential security through bodily experiences with little symbolic meaning. Such embodied security might be especially important for individuals with low self-esteem, who struggle to find meaning in life. Consistent with this, a brief touch on the shoulder led low self-esteem individuals to experience less death anxiety (Study 1) and more social connectedness after a death reminder (Study 2). Moreover, death reminders led low self-esteem individuals to provide higher value estimates of a teddy bear, which simulates interpersonal touch (Study 3). Finally, holding (versus looking at) a teddy bear led to less nationalism among individuals with low self-esteem after a death reminder (Study 4). Individuals with high self-esteem were unaffected by touch (Studies 1-4). Embodied experiences may thus have an important existential function, particularly for individuals with low self-esteem.

Symposium II

9:45am – 11:15am, Lincoln 3

Spread your wings and fly away: Motivational self-regulation in the transition to adulthood.

Chair: Jutta Heckhausen (University of California, Irvine)

The transition to adulthood provides a unique setting for understanding the joint roles that motivational self-regulation strategies and developmental contexts play in development. This symposium presents complementary motivational and developmental theories as they apply to the transition to adulthood along with empirical results highlighting the importance of motivational self-regulation for adaptive development. Allan Wigfield will discuss the expectancy-value model of achievement choice as it applies to different aspects of the transition to adulthood. Kathryn Wentzel will present a model illustrating the role that social supports play in adolescent goal setting and striving. John Geldhof will discuss motivational self-regulation as it relates to positive youth development. Jacob Shane and Brandilynn Villarreal will present key tenants of the Motivational Theory of Life-Span Development, and empirical applications of the theory to young adults' career and education development, respectively.

Presentation 1 – Expectancies and values and the transition to adulthood.

Allan Wigfield (University of Maryland) & Lauren Musu-Gillette (University of Maryland)

We discuss the effects of individuals' expectancies and values on different aspects of the transition to adulthood. We will present the expectancy – value model of achievement choice, the theoretical model that has guided much of our work.   This model proposes that individuals' expectancies for success and achievement values are the proximal predictors of achievement performance and choice of activities to pursue. Expectancies and values themselves are determined by a variety of factors, including ability beliefs and goals, socializers' beliefs and behaviors, and the general cultural milieu in which individuals live. We will discuss how expectancies and values change over time, leading up to the young adulthood years. We also discuss how expectancies and values predict different kinds of choices individuals make as the enter adulthood: choice of college entrance, choice of college major, and choice of occupation. A special focus will be on gender differences in some of these choices.

Presentation 2 – Transitions to adulthood: New directions for theory and research.

Kathryn Wentzel (University of Maryland)

This presentation will provide integration and discussion of theoretical perspectives and methodological approaches to the study of motivational self-regulation during adolescents' transition to adulthood. In addition to highlighting the perspectives provided by the other presenters, I will focus on ways in which social supports can provide motivational impetus for adolescents to pursue and achieve positive academic and social goals. I will present a model of adolescent goal setting and goal coordination within the context of relationships with parents, teachers and peers. The model highlights the protective role of emotional support in promoting competence development, and the role of additional supports in facilitating self-regulation and motivation as adolescents are increasingly challenged with opportunities for independent decision making.   Empirical findings that support the model also will be described. The presentation will end with a set of recommendations for future theorizing and research on adolescent self-regulation during the transition to adulthood.

Presentation 3 – Positive youth development: Assessing the interaction between intentional self-regulation and motivation.

G. John Geldhof (Tufts University), Michelle B. Weiner (Tufts University), Jennifer P. Agans (Tufts University), Megan Kiely Mueller (Tufts University), & Richard M. Lerner (Tufts University)

Existing literature supports positive relations between self-regulation and positive outcomes across the life span (e.g., Geldhof et al., 2010), yet the role motivation plays in these positive relations remains unclear. In this paper we explore the role of motivation using data from 3,489 young adults who participated in wave one of the Young Entrepreneurs Study. We use latent variable interaction models to examine how aspects of self-regulation (being a self-starter, persistence, and compensatory behaviors) interact with motivation to predict a measure of positive youth development (PYD). Our initial results suggest no significant interactions, but suggest a positive effect of persistence on PYD (β = .70, p < .001), qualified by the fact that being a self-starter, after controlling for persistence, leads to less positive development (β = -.20, p = .001). Thus, our results generally suggest that self-regulation predicts PYD regardless of motivation level.

Presentation 4 – The road taken: Motivational self-regulation in response to perceived opportunity.

Jacob Shane (University of California, Irvine) & Jutta Heckhausen (University of California, Irvine)

Individuals are active contributors to their own development. However, individuals' capacity to influence their own development is constrained by societal factors. These societal factors provide both objective and perceived opportunity structures that guide individuals to particular goal pursuits. Societal changes related to globalization and the recent economic recession have simultaneously constrained young adults' career-related opportunities while also individualizing the transition to adulthood and placing more pressure on the individual and thereby motivational factors to realize career-related outcomes. The motivational theory of life-span development contends that goal choice, goal engagement, and goal disengagement strategies are most adaptive when they match the opportunities present in an individual's developmental ecology. We discuss key tenants of the motivational theory of life-span development as it applies to the transition to adulthood. In addition, we present empirical support for a model illustrating the translation of individual's perceived opportunity into motivational self-regulatory strategies and career development outcomes.

Presentation 5 – What's in a quarter: Adjusting and re-engaging with course aspirations after mid-quarter feedback.

Brandilynn Villarreal (University of California, Irvine) & Jutta Heckhausen (University of California, Irvine)

A substantial body of literature has demonstrated the importance of educational aspirations in predicting long-term educational attainment. Although the long-term relationship between aspirations and attainment has been well established, the micro-processes involved in how this relationship unfolds over time have yet to be fully understood. Using tenants of the motivational theory of life-span development, we investigated the development and adjustment of shorter-term educational aspirations and goal-engagement strategies among college students over the course of an academic term, focusing on one difficult course. An action-phase model of developmental regulation is presented as a framework to understand young adults' short-term educational goal selection and pursuit. Action cycles guide the selection of goals and provide guidelines for managing goal engagement and disengagement strategies. Important shifts to and from volitional and motivational mindsets in key phases of the model are predicted to coincide with course feedback as well as guide future aspirations and attainment.

Symposium III

2pm – 3:30pm, Lincoln 2

Motivated social neuroscience.

Chair: Jay J. Van Bavel (New York University)

Recent research on motivation has increasingly focused on the underlying cognitive processes and neural bases of social motives. This symposium will address how cultural, group, and individual social motives shape a wide array of neural processes. Roberto Caldara will describe how culture shapes neural responses for human goal decoding. Joan Chiao will describe how culture may serve an important role in guiding biological mechanisms towards socially salient information in the environment. Wil Cunningham will describe how approach and avoidance motivational states shape rapid perceptual responses to other-race faces. Chad Forbes will describe how motivation to disprove stereotypes may actually facilitate encoding of stereotype confirming information. Jay Van Bavel will describe how social identity motives influence mind perception. Taken together, these speakers will elucidate the neural processes underlying motivated social cognition as well as how our understanding of social motives is influencing theories of brain function.

Presentation 1 – Culture shapes neural responses for human goal decoding.

Roberto Caldara (University of Fribourg)

Human societies are built on people accomplishing balanced individualistic and collectivistic goals to enhance their survival. Culture impacts on human interactions and plays a critical role in regulating social goals and people's motivations. Western societies are individualistic, promoting the value of independence, individual goals and rights. On the contrary, Eastern societies are collectivistic, promoting the value of interdependence, group goals and duties. During the past decade, this marked social contrast was asserted as being responsible for consistent behavioral perceptual biases observed across cultures. However, whether culture has the potency to modulate visual and natural human goal decoding in the brain has just started to be investigated. Our data show culture-specific neural tunings for natural human individualistic and collectivistic goal decoding. These findings have profound implications in the understanding of social interactions and individual motivations, and overall they challenge the view that visual world decoding is universally achieved across human beings.

Presentation 2 – Cultural and racial influences on neural bases of emotion.

Yoko Mano (Northwestern University), Ahmad R. Hariri (Duke University), Tokiko Harada (National Institute for Physiological Sciences), Hidetsugu Komeda (Carnegie Mellon University), Lisa A. Hechtman (Northwestern University), Narun Pornpattananangkul (Northwestern University), Todd B. Parrish (Northwestern University), Norihiro Sadato (National Institute for Physiological Sciences), Tetsuya Iidaka (Nagoya University), & Joan Y. Chiao (Northwestern University)

Since Darwin, a central debate in the study of emotion is the extent to which people perceive others' emotion consistently across cultures, a social ability crucial for survival. An important factor that influences the ability to accurately perceive and recognize others' emotion is cultural and racial group membership. Culture may serve an important role in guiding biological mechanisms towards socially salient information in the environment. In three cross-cultural neuroimaging studies conducted in the United States and Japan, we examine the effect of cultural and racial identity on neural mechanisms of social and non-social emotion perception. Participants performed a match-to-sample task either matching emotional stimuli or geometric shapes. Results show that Native-Japanese show differential parahippocampal response to in-group and out group emotional faces compared to Caucasian-

Americans. However, no cultural difference was observed in parahippocampal gyrus when perceiving non-social emotional stimuli, such as emotional scenes. Our results indicate cultural variation in the extent to which group membership affects neural responses during emotion perception in a social context.

Presentation 3 – Unforgettable: Stereotype threat engenders enhanced encoding of negative feedback.

Chad E. Forbes (University of Delaware) & Jordan Leitner (University of Delaware)

Stereotype threat, a pressure stereotyped targets experience when they fear their actions may confirm a negative group stereotype, motivates individuals to disprove negative group-relevant stereotypes. Three studies had women and men complete math tasks that provided meaningful feedback to assess how motivation to disprove stereotypes may actually facilitate encoding of stereotype confirming information. Study 1 revealed that stereotype threatened women elicited larger P100 ERPs and increased phase locking between ACC and DLPFC in response to negative feedback specifically. Studies 2 and 3 found that stereotype threatened women encoded wrong feedback better than correct feedback, neutral information, women not under threat, and men. Findings suggest motivations to disconfirm stereotypes ironically implicitly biases stigmatized individuals' attention towards negative information to facilitate encoding of stereotype confirming information.

Presentation 4 – Rapid social perception is flexible: approach and avoidance motivational states shape P100 responses to other-race faces.

William A. Cunningham (University of Toronto), Jay J. Van Bavel (New York University), Nathan L. Arbuckle (Mind Research Network), Dominic J. Packer (Lehigh University), & Ashley S. Waggoner (Indiana University)

Research on person categorization suggests that people automatically and inflexibly categorize others according to group memberships, such as race. Consistent with this view, research using electroencephalography (EEG) has found that White participants tend to show an early difference in processing Black versus White faces. Yet, new research has shown that these ostensibly automatic biases may not be as inevitable as once thought and that motivational influences may be able to eliminate these biases. It is unclear, however, whether motivational influences shape the initial biases or whether these biases can only be modulated by later, controlled processes. Using EEG to examine the time course of biased processing, we manipulated approach and avoidance motivational states by having participants pull or push a joystick, respectively, while viewing White or Black faces. Consistent with previous work on own-race bias, we observed a greater P100 response to White than Black faces; however, this racial bias was attenuated in the approach condition. These data suggest that rapid social perception may be flexible and can be modulated by motivational states.

Presentation 5 – Finding a mind across the partisan divide: Social identity alters the threshold for mind perception.

Leor M. Hackel (New York University), Christine E. Looser (Harvard Business School), & Jay J. Van Bavel (New York University)

The ability to infer minds in others serves a foundational role in social interaction. In four experiments, we examined how social identity motives influence mind perception. Participants assessed a continuum of face morphs that ranged from humans to dolls. Faces were described as in-group or out-group members. Participants had higher thresholds for perceiving minds behind out-group faces, both in minimal (Experiment 1) and real-world groups (Experiment 2). In other words, out-group members required more humanness than in-group members to be perceived as having minds. This intergroup bias in mind perception was associated with activity in the superior temporal sulcus (Experiment 3).

However, Democrats and Republicans who perceived the other party as threatening had lower thresholds for perceiving minds behind out-group faces (Experiment 4). These experiments suggest that mind perception is dependent not only on physical features of faces but also on social motives such as social identity and out-group threat.

Symposium IV

2pm – 3:30pm, Lincoln 3

For better or for worse: Resource mobilization for motivated cognition and action.

Chair: Catalina Kopetz (University of Maryland)

The notion that motivated cognition and action require resources is now long accepted. However, resource mobilization has been largely approached as a voluntary, controlled phenomenon in the service of individual overarching, long-term goals. An increasing amount of research has recently challenged this notion showing that motivation may have very subtle, automatic impact on our mental and physiological resources as a function of motivational relevance, importance, and task demand. Furthermore, resource mobilization may not necessarily occur in the service of a "good cause", but rather serve individual's immediate (and important) concerns regardless of their content and sometimes despite negative consequences and interference with individual's long-term goals. The talks in this symposium present new empirical evidence in support of these notions and discuss their implications for what we know about resource mobilization for motivated cognition and action.

Presentation 1 – Gender determination of effort-related cardiovascular response; When men and women place different value on performance incentives.

Rex A. Wright (University of North Texas) & Patricia Barreto (University of Florida)

Cardiovascular responses (CV) reflect effort mobilization and vary with motivational importance. Diverse gender effects have been obtained in studies examining CV responses in men and women presented with behavioral challenges. Whereas some studies have shown stronger responses in men, others have shown the reverse and still others have shown equivalent responses between gender groups. A partial explanation derives from a recent conceptual analysis concerned with effort processes that occur when men and women place different value on available performance incentives. We will review this conceptual analysis and present new research designed to test it. In discussing the analysis, we will consider not only its implications for response disparities associated with gender, but also ones associated with other demographic entities such as age, education, race and ethnicity.

Presentation 2 – Beyond valence: The impact of implicit sadness vs. anger on motivational intensity.

Guido H.E. Gendolla (University of Geneva) & Laure Freydefont (University of Geneva)

Understanding factors influencing effort mobilization is central for understanding motivated behavior. Based on the Implicit-Affect-Primes-Effort (IAPE) model (Gendolla, 2012) a recent series of experiments has revealed that suboptimally presented affective stimuli that are processed during the performance of cognitive tasks systematically influence effort-related cardiac response—an objective measure of resource mobilization. The present talk focuses on the impact of two types of implicit affect – implicit anger and implicit sadness – that have both negative valence but different effects on resource mobilization. The basic idea was that sadness primes that are processed online during task performance render subjective task demand high, while anger primes' effect is facilitating, i.e. reducing task demand, which resembles happiness. Subjective task demand, in turn, determines effort mobilization as long as success is possible and justified (Brehm & Self, 1989; Wright, 1996). A series of studies found support for these predictions in terms of effects on cardiac response.

Presentation 3 – Risk taking as motivated cognition and action.

Catalina Kopetz (University of Maryland)

The current work explores the notion that resource mobilization may serve individuals' immediate concerns despite negative consequences. In three studies we test the implications of risk taking as means to the goal of emotion regulation. The results show that 1) emotional distress increases the likelihood of risk taking; 2) the presence of cognitive resources augments rather than decreases this effect presumably by allowing the individuals to distort the information about negative consequences of risk taking in order to fit their current motivation; 3) compared to healthy controls, individuals with borderline personality disorder characterized by extreme emotions and high rates of risk behavior, are more likely to engage in risk taking under emotional distress when they have high executive functioning. These results support the notion of risk taking as motivated cognition and action and suggest a potential explanation for individual's willingness to engage in risk taking despite known potential negative consequences.

Presentation 4 – The effect of goal conflict on procrastination.

Edward Orehek (University of Pittsburgh)

Having more goals at the same time should motivate behavior. Because there is more to do, the actor should get started! However, an ironic consequence of having more to do is that the actor must then figure out which of the goals to pursue first. Resource demands present during times of goal conflict may lead to increased procrastination. That is, people may procrastinate when they have more than one objective at a given moment and the prioritization of those goals is unclear. We predicted and found that this leads to (partial) paralysis, such that the decision regarding what to do prevents the person from actually doing anything (or as much as would otherwise be done). This research outlines an important behavioral consequence of resource demands during goal pursuit and provides one explanation for why people procrastinate even when goals are perceived as both desirable and attainable.

Symposium V

5pm – 6:30pm, Lincoln 2

Dynamics of multiple goals across adulthood.

Co-chairs: Martin J. Tomasik (University of Zurich) & Arie W. Kruglanski (University of Maryland)

Goals are defined as subjectively desirable states of affairs that individuals intend to attain through action (Kruglanski, 1996). Typically, individuals strive for multiple goals at one time (such as pursuing one's career, learning a new language, or spending time with one's family) which can result in conflicting or facilitative relations between them. In order to understand these relations, we can analyze goals within goal systems that are characterized by multifinal and equifinal configurations between different goals and different means to attain these goals (Kruglanski, Shah, Fishbach, Friedman, Chun & Sleeth-Keppler, 2002). This symposium brings together experimental and quasi-experimental research on the processes of multiple goal striving such as prioritization of one goal over the others, disengagement from conflicting goals, or goal shielding. Special focus is put on age differences in the selection and pursuit of multiple goals as well as psychosocial consequences of multiple goal striving.

Presentation 1 – Age differences in prioritizing while pursuing multiple goals.

Martin J. Tomasik (University of Zurich) & Alexandra M. Freund (University of Zurich)

In everyday life, people typically pursue several goals simultaneously, having to manage the demands of multiple goals vis-à-vis limited resources. Research suggests that prioritizing and focusing resources on a prioritized goal might be key and that older adults excel in doing so. In the current experiment, adults aged 18 to 85 years (N = 180) had to solve two computer tasks simultaneously within a limited time period. Participants were instructed that both tasks were equally important and that they should do their best to solve them by dividing their time and effort however they wished. The tasks were adapted in task difficulty to be equivalent for three age groups. Performance data suggest that older adults prioritize one task over the other. Moreover, prioritization is related to experiencing less conflict. It seems to help managing the demands of multiple goals both regarding personal goals and during externally set experimental tasks.

Presentation 2 – Blinded by self-control: Activating self-control eliminates attentional bias to temptations.

Julia Vogt (Ghent University), Ayelet Fishbach (University of Chicago), & Jan De Houwer (Ghent University)

We propose that early attentional processes support the coordination of multiple goals by pointing people to events relevant to their prioritized goals and turning them 'blind' towards conflicting goals. We tested this assumption in the context of self-control dilemmas where temptations such as indulging in tasty but unhealthy food are in conflict with people's long-term goals such as living healthy. Using measures of automatic visual attention, we found that undergraduates attend away from leisure-related items (images of 'Facebook') and towards study-related items such as study books. This effect was most pronounced in students who were highly attracted to the temptations. Importantly, self-control had to be activated -- for example through reminders of the long-term goal (e.g., healthy food) -- otherwise temptations did attract attention. These findings suggest that automatic processes are not necessarily detrimental in self-control but can contribute to its success.

Presentation 3 – Cutting your nose to spite your face: Counterfinality and the psychology of extremism.

Arie W. Kruglanski (University of Maryland), Kristen Klein (University of Maryland), Catalina Kopetz (University of Maryland), & Jocelyn Belanger (University of Maryland)

In this presentation I will suggest that the popular notion of 'extremism' or 'radicalism' (applied to behaviors like terrorism, substance abuse, eating disorders, extreme skiing etc.) can be thought of as 'counterfinal behavior' that is behavior that while instrumental to a focal goal undermines other important goals. The tendency to perceive a behavior as extremist will be given as positive function of the extent to which the alternative goals undermined by the behavior are important, and as a negative function of the extent to which the focal goal that the behavior serves is important. I will also suggest that (due to workings of an augmentation principle) counterfinal behavior will be perceived as more instrumental to the focal goal than unifinal behavior (that serves that goal without undermining other goals). Finally, I will suggest that the tendency to enact extreme behavior will be positively determined by the degree to which the counterfinal behavior is instrumental to the focal goal and negatively determined by the degree to which it is perceived as extreme. Preliminary empirical evidence will be presented bearing on these assertions.

Presentation 4 – Toward a comprehensive computational control theory model of self-regulation.

Jeffrey B. Vancouver (Ohio University), Justin M. Weinhardt (Ohio University), Justin Purl (Ohio University), Amanda R. Cameron (Ohio University), & Anastasia Milakovic (Ohio University)

Motivation is largely about the processes that determine how humans allocate resources to the many possible activities in which one could engage (Atkinson & Birch, 1959). Much contemporary theorizing about motivation focuses on the key role of the goals individuals pursue. Indeed, one way to conceptualize motivation is in terms of understanding how individuals' goal priorities change over time. To understand that, one needs to understand how the factors that determine goal priorities change over time. Two key factors long thought relevant to goal choice are subjective value and expectancy. Recently, Vancouver, Weinhardt, and Schmidt (2010) presented a formal (i.e., computational) theory of dynamic value and expectancy, particularly as this relate to goal discrepancies (i.e., difference between current and desired state). In the following presentation, we review how the theory can account for classic and surprising phenomena found in data from ours and others dynamic paradigms.

Presentation 5 – Discussant

Edward A. Orehek (University of Pittsburgh)

Symposium VI

5pm – 6:30pm, Lincoln 3

New directions in the research on implicit motives.

Co-chairs: Veronika Job (University of Zurich) & Jana Nikitin (University of Zurich)

In the last decades, the research on implicit motives has received increasing interest. Cognitive, psychophysiological, and behavioral correlates of implicit motives as well as consequences of (in-)congruence between implicit and explicit motives on well-being were examined. The goal of this symposium is to point at possible new directions in implicit motive research. These include differentiation, processes, and development of social motives. Job, Bernecker, and Dweck demonstrate that the core of implicit motives is the desire for particular affective experiences. Pang and Ramsay highlight the importance of distinguishing between approach and avoidance orientation in implicit motives. Müller and Rothermund demonstrate that implicit motives support goal pursuit by automatic regulatory processes. Aydinli, Bender, and Chasiotis examine the effect of implicit and explicit motives on prosocial behavior. Finally, Nikitin and Freund show that implicit motives vary across adulthood due to differences in time perspective.

Presentation 1 – Are implicit motives the need to feel certain affect? Motive-affect congruence predicts relationship satisfaction.

Veronika Job (University of Zurich), Katharina Bernecker (University of Zurich), & Carol S. Dweck (Stanford University)

We test the assumption that the core of implicit motives is the desire for particular affective experiences, and that motive satisfaction doesn't need to be tied to any particular domain. Using the context of romantic relationships, cross-sectional Study 1 and experimental Study 2 showed that people with a high affiliation motive were more satisfied when they experienced more affiliation-specific affect (calmness and relaxation). On the other hand, people with a higher power motive were more satisfied in their relationships when they experienced more power-specific affect (strength and excitement) in these relationships. The results support the idea that an implicit motive involves the desire for specific affective experiences, and that frequent experiences of one's preferred affect can lead to enhanced satisfaction and well-being in a domain, even one that is not typically associated with that motive.

Presentation 2 – Validation of a comprehensive picture story set and coding system for assessing implicit approach and avoidant achievement motives.

Joyce S. Pang (Nanyang Technological University) & Jonathan E. Ramsay (Nanyang Technological University)

Motivation research suggests that there is theoretical and practical value in distinguishing between approach and avoidance motivation. One of the issues limiting deeper exploration of the differences between approach and avoidance implicit motives is a lack of comprehensive and well-validated assessment tools that emphasize the approach-avoidant distinction. We developed a PSE-based comprehensive approach for assessing implicit approach and avoidance achievement motives by emphasizing two key aspects of PSE assessment, notably, the picture set and the coding system. Convergent and divergent validity is studied by comparing motive scores obtained with our approach with those obtained by using well-known PSE picture batteries as well as established coding systems for approach and avoidance achievement motives. In addition, we provide validation data on how motives scores from the new assessment approach predict approach- and avoidance-motivated behavior such as performance on achievement tasks and risk-taking tasks.

Presentation 3 – Motivational pathways leading to prosocial behavior: Effects of implicit and explicit prosocial motivation on formal helping and informal helping.

Arzu Aydinli (Tilburg University), Michael Bender (Tilburg University), & Athanasios Chasiotis (Tilburg University)

Why do people help others? The present study examines prosocial behavior by emphasizing the effect of implicit prosocial power motivation, and tests a model of helping that assumes different motivational antecedents involved in two forms of helping. We propose that informal helping is activated by implicit prosocial motivation, whereas formal helping is activated by explicit prosocial motivation. In total, 303 participants (M = 50.4 years; 51.5% female) indicated their willingness to perform different prosocial activities. Half of the participants were assigned to a condition in which helping was made salient, the other half to a motivationally neutral condition. For participants in the helping condition, we obtained the proposed relationship between explicit prosocial motivation and formal helping. The amount of implicit prosocial motivation was predictive for informal help when self-reported prosocial motivation was low. These findings demonstrate that motives constitute an innovative and complementary approach to study prosocial behavior.

Presentation 4 – Goal-motive fit determines use of automatic regulatory processes.

Florian Müller (Friedrich-Schiller-Universität Jena) & Klaus Rothermund (Friedrich-Schiller-Universität Jena)

Research on goal pursuit has demonstrated a number of supporting automatic processes. Among these are positive shifts in evaluation of goal facilitating stimuli (Ferguson & Bargh, 2004) and tendencies to approach objects facilitating goal progress (Fishbach & Shah, 2006). We argue that these automatic processes are not employed universally, but depending on characteristics of the goal. More specifically, only goals that are compatible with individuals' implicit motives should have a strong motivational underpinning and thus yield activation of these supporting processes. Past and current studies will be presented that test this notion in the domains of achievement behavior and romantic relationships.

Presentation 5 – The effect of age and time perspective on implicit motives.

Jana Nikitin (University of Zurich) & Alexandra M. Freund (University of Zurich)

This study investigated the influence of age and future time perspective on implicit motives. Seeing the satisfaction of one's motives possible in the future should be associated with lower activation of these motives than perceiving the time for the satisfaction of the motives as limited. Consequently, young adults should score lower on implicit motives than older adults. A study with young (n = 53, age M = 25.60 years) and older adults (n = 55, age M = 68.05 years) supported this hypothesis. Additionally, an experimental manipulation of future time perspective supported the assumption that the age-related differences in implicit motives are a consequence of different future time perspective. Whereas limited future time perspective enhanced implicit motives, extended future time perspective reduced them. These findings demonstrate that future time perspective is an important factor for motivational strength even in motive domains that are assumed to be relatively stable across adulthood.

Poster Schedule

1pm – 4pm	Poster assembled (Exhibit Hall B South)
4pm – 6:30pm	Posters available for viewing (Exhibit Hall B South)
6:30pm – 8pm	Authors present for discussion and questions (Exhibit Hall B South)
8pm – 8:15pm	Dismantle posters

Poster Abstracts

Poster 1 – The Yin and Yang of competition: Synergistic effects of social comparison and evaluation apprehension in competitive motivation.

Patricia Chen (University of Michigan, Ann Arbor), Stephen M. Garcia (University of Michigan, Ann Arbor), & Richard Gonzalez (University of Michigan, Ann Arbor)

Performance motivation in competitive settings has long been of interest to social psychologists since the inception of the field. Different theories, among which Festinger's social comparison theory and Cottrell's evaluation apprehension model loom large, have been pitted against one another in an effort to explain socially facilitated performance in competition. While past literature has focused on the antagonistic rivalry between these two mechanisms, we explore their possible synergistic effects. In three studies, we tested the hypotheses that (1) social comparison and evaluation apprehension individually drive competitive motivation, and (2) they activate one another in the process. The present analysis offers a critique of many social comparison and evaluation apprehension findings, which have typically, yet unwittingly, tended to confounded both processes. Implications for workplace motivation and intergroup rivalry are discussed.

Poster 2 – Motivation for psychiatric treatment in patients with severe mental illness: Disagreement between patients and clinicians.

Eline C. Jochems (Erasmus University Medical Centre), Sylvia C. M. Scheffer, Hugo J. Dulvenvoorden, Arno van Dam, Christina M. van der Feltz-Cornelis (Tilburg University), & Cornelis L. Mulder (Erasmus University Medical Centre)

Background: Agreement between patients and clinicians on the patient's motivation for psychiatric treatment and the factors influencing agreement have never been studied in patients with severe mental illness. The Trans Theoretical Model, the Integral Model of treatment motivation and Self Determination Theory were used to investigate these perspectives. Methods: Intraclass correlation coefficients and independent samples t-tests were used to determine the level of agreement between clinicians and patients and differences regarding the patient's motivation, respectively. Linear regression analyses were performed to identify predictors of difference scores on five different motivation scales. Results: Agreement was low across all motivation concepts. More specifically, patients scored significantly higher on readiness to change and on identified motivation while clinicians rated their patients to have higher levels of external motivation. The level of treatment engagement and the quality of the therapeutic relationship were the strongest predictors of differences between patient- and clinician-ratings of motivation. Conclusions: Low agreement between clinician and patient reports of the patient's motivation implicate that these views are not interchangeable, and that both views should be considered when planning interventions to improve treatment motivation.

Poster 3 – Approach-avoidance motivational states regulate conflict adaptation.

Maikel Hengstler (Radboud University Nijmegen), Rob W. Holland (Radboud University Nijmegen), Henk van Steenbergen (Leiden University), & Ad van Knippenberg (Radboud University Nijmegen)

Earlier findings showed that arm extension (avoidance), relative to arm flexion (approach), enhanced cognitive functioning. In avoidance the congruency effect (i.e., the difference between performance on incongruent trials I and congruent trials C) was smaller than in approach. Extending these findings, we investigated cognitive control by looking at the effect of the congruency of the previous trial (i vs. c) on performance on the current trial (I vs. C), i.e. conflict adaptation. Based on the idea that being in an avoidance mindset biases individuals towards conflicting signals, we expected that the heightened attention towards conflicting cues would cause a trial-by-trial adaptation of cognitive control as a result

of allocating resources when needed. As predicted, arm movement affected both congruency effects and conflict adaptation: Compared to approach, avoidance was associated with a reduced congruency effect and increased conflict adaptation.

Poster 4 – Energy investment in isometric hand grip tasks exceeds the energy required for success: Evidence against the primacy of energy conservation in goal pursuit.

Michael Richter (University of Geneva) & Joséphine Stanek (University of Geneva)

Motivational intensity theory (Brehm & Self, 1989) postulates that energy investment is governed by the motivation to avoid wasting resources. Accordingly, it predicts that energy investment is a function of task demand and that individuals invest exactly the amount of energy that is required for success. We tested these predictions in four studies. Participants in all studies performed an isometric hand grip task in which they could win a monetary reward by exceeding a force standard. Task demand was manipulated by varying the force standard. Given that exerted force and adenosine triphosphate consumption are proportional in isometric tasks, exerted grip force constituted our measure of energy investment. Across the four studies, Bayes factors provided strong evidence for the prediction that energy investment varies with task demand. However, they also provided evidence that individuals invested more energy than required challenging the primacy of energy conservation predicted by motivational intensity theory.

Poster 5 – Food and affiliation: A recipe for friendship.

Kaitlin Woolley (The University of Chicago Booth School of Business) & Ayelet Fishbach (The University of Chicago Booth School of Business)

Do we eat what our friends eat or are we friends because we eat the same food? Study 1 suggests people who eat similarly are more likely to be judged as friends. Participants completed 60 trials indicating whether students in two photos were friends or strangers. Those who ate the same food were more likely to be seen as friends compared with those who ate different food, $F(1)=26$, $p<.001$ and those who ate no food, $F(1)=5.65$, $p<.05$. Study 2 examined how similarly friends actually eat. We observed 50 pairs eating in a cafe and coded whether they ate the same or different food. We generated 1350 random dyads by arranging original pairs into random matches. Actual friends ate the same food a higher percent of the time (46%) than the random dyads (21%), $t(51.42)=3.44$, $p=.001$. Future work will look to see whether people use food as a means to affiliate.

Poster 6 – Remember yesterday, enjoy today, and plan tomorrow! Does time orientation influence our motives for behavior?

M. Jamie-Lee Campbell (University of Freiburg, University of Würzburg), & Anja S. Göritz (University of Würzburg)

In this study, we focus on the influence of time orientation on managers' motives. Through a different focus in time (past, present or future), managers could develop different preferences for motives. While past oriented managers might focus more on motives connected with their past experience, present oriented managers might focus on motives addressing current situations. Furthermore, future oriented manager might focus on the need to address possible future outcomes. We assume that the motives of the managers differ between both cultures and branches. Furthermore, we assume that managers' time orientation influence the motives preference of the managers. We finished data collection in January 2013. We receive data of 80-90 Indian and 60-70 German mangers. Variables: IV: Time Orientation: Zimbardo Time Perspective Inventory (Zimbardo and Bold, 1999). DV: Motives: Manifest Need Questionnaire (Steers and Braunstein, 1976): achievement, affiliation, autonomy and dominance motive.

Poster 7 – Wanting to avoid rejection makes social rejection more painful: The role of social motives and attributions.

Simone Schoch (University of Zurich), Jana Nikitin (University of Zurich), & Alexandra M. Freund (University of Zurich)

Although social rejection has severe psychological and health-related consequences, little is known about when and why people feel rejected. We argue that attributions of social outcomes are central for the emotional reaction they elicit. People's social motives, in turn, determine how people attribute social outcomes. In line with these predictions, a scenario study (N = 232) demonstrated that self-derogating attributions mediate the association between avoidance motives and negative emotional reactions to rejection. Paradoxically, people who wanted to avoid rejection (i.e., those with strong avoidance motives) felt more rejected than those who cared less about rejection. This was the case because people high on avoidance motives attributed social rejection to internal, stable, and global causes. Individual differences in emotional reactions to rejection are therefore a consequence of motive-related causal attributions.

Poster 8 – Predicting employee performance and turnover intentions: Leader trustworthiness and the mediating role of autonomous motivation.

Joseph A. Carpini (Saint Mary's University), & Marylène Gagné (University of Western Australia)

The present study combined Self-Determination Theory (Deci & Ryan, 1985) and trust theory (Mayer, Davis, & Schoorman, 1995) in order to investigate the mechanisms underlying the relationships between leader trustworthiness (ability, benevolence, integrity) and both performance (proficiency, adaptivity, proactivity) and turnover intentions in part-time subordinates. Participants (N = 350) completed an online measure of leader trustworthiness, motivation, performance and turnover intentions. Regression analyses demonstrated that only autonomous motivation was significantly predicted by leader ability and benevolence; therefore, only autonomous motivation was retained for the mediation analyses (Preacher and Hayes, 2011). Mediation analyses demonstrated an indirect effect of ability and benevolence on proactivity, proficiency, and turnover intentions through autonomous motivation. The results address a disparity in the research investigating the role of leaders on subordinates' performance and turnover intentions as well as contribute a rich theoretical framework for future research. The practical implications for both training and selection practices are discussed.

Poster 9 – Goal looms darker: Interactive effects of goal ambivalence and perceived closeness to the goal on goal evaluations

Svenja Koletzko (University of Zurich) & Veronika Brandstätter (University of Zurich)

Research has shown that approaching a goal positively influences affect and motivation. However, this should not be the case when individuals experience approach as well as avoidance tendencies toward a goal. In two studies, we found that the extent to which participants felt ambivalence, i.e., conflicting reactions, toward their goals, moderated the relationship between subjective closeness to the goal and goal evaluations. In a correlational study with N = 78 undergraduate students, those who indicated that they felt closer to attaining their goal of a bachelors' degree regretted their decision for the degree more strongly when they simultaneously felt ambivalent about it. In study 2, N = 102 high school students' subjective closeness to a personal goal was experimentally manipulated with a timeline procedure. The manipulation interacted with goal ambivalence, such that closeness to the goal rendered the goal less attractive at high levels of ambivalence. Theoretical implications are discussed.

Poster 10 – The nonlinear effect of task difficulty on energy investment in the Ketchup handgrip task.

Joséphine Stanek (University of Geneva) & Michael Richter (University of Geneva)

Motivational intensity theory (Brehm & Self, 1989) predicts that energy investment is proportional to task difficulty as long as success is possible and justified. If the task is impossible, no energy is invested. Past research used measures of cardiovascular reactivity, which are related only indirectly to energy investment. Two studies aimed to measure directly energy investment using exerted force in a handgrip task. Participants (N=20 and N=80) were seated in front of a screen showing a clogged Ketchup bottle. They had to open it by squeezing a dynamometer with a force exceeding 50, 100, 150 (possible conditions), or 500 Newton (impossible condition). We found that exerted force increased with task difficulty across the possible conditions. In the impossible condition, exerted force was medium. The proportionality between task difficulty and energy investment is in line with Brehm's theory, whereas the moderate energy investment in the impossible condition conflicts with it.

Poster 11 – Delayed or done - The role of goal focus for procrastination.

Kathrin Krause (University of Zurich) & Alexandra M. Freund (University of Zurich)

Procrastination is the subjectively aversive inability to initiate or complete the pursuit of a given goal. We hypothesize that the cognitive representation of a goal in terms of its means (process focus) reduces procrastination, particularly when fear of failure is high. In contrast, when means are perceived as unpleasant (high task aversiveness), a stronger outcome focus should reduce procrastination while highlighting the importance of goal achievement. In a scenario study we tested whether students (N = 92) who focus on the process of studying expect to procrastinate less than those who focus on the outcome. Results of a path model showed that adopting a process focus was negatively associated with fear of failure ($r = -.44$) and with procrastination ($r = -.32$; $c2 = 25.84$ (df=24), $p = .04$; CFI = 1.0; RMSEA = .03). Moreover, results suggest that process focus mediates the relationship between fear of failure and procrastination.

Poster 12 – Examination of implicit theories of math ability, gender, and math achievement.

Steven R. Wininger (Western Kentucky University) & Jillian Hendricks (Western Kentucky University)

This study examined gender differences for math achievement and implicit theories about math. Relationships between students' implicit theories and math achievement were examined along with grade level differences. Participants consisted of 1,527 students from six elementary schools participating in the Gifted Education in Math and Science (GEMS) Project. Project GEMS is a federal grant project to encourage science and math interest and achievement in diverse low income populations. Data were analyzed via ANOVA and Pearson correlations. There were no gender differences. There was a significant difference between grade levels for implicit theories. Third graders exhibited entity tendencies while second, fourth, and fifth graders exhibited incremental tendencies. There was a significant positive relationship between implicit theories and math achievement. Higher achieving students had more incremental views; these correlations varied in magnitude by grade level. The results suggest it is important to consider the impact of domain specific implicit beliefs on achievement.

Poster 13 – Immorality from quixoteism: When helping and normative behavior conflict.

Luis Oceja (Universidad Autónoma de Madrid), Sergio Salgado (Universidad de la Frontera), Eric Stocks (Universidad Autónoma de Madrid), Belén López-Pérez (Universidad Autónoma de Madrid), & Tamara Ambrona (Universidad Autónoma de Madrid)

Two studies were conducted to examine whether Quixoteism (i.e., the motive whose ultimate goal is to increase the welfare of the world) can lead to prosocial anti-normative actions. Participants first completed a values questionnaire and one month later were presented with three moral dilemmas (Study 1, N = 63), or with the choice of favoring an individual in need at the expense of others (Study 2, N = 79). The results of Study 1 showed that values linked to Quixoteism predicted choosing solutions that involve helping another through an anti-normative action. In Study 2 the awareness of damaging others was manipulated, the results showed that the Quixoteism values predicted actual unfair favoring decisions only when this awareness was low. Overall, results suggested a paradoxical effect of Quixoteism: the search of a transcendent and positive change can blind us toward the possible negative consequences of a helping action.

Poster 14 – Increasing pre-service teachers' self-regulation of learning: An intervention study.

Brittany Crowley (Western Kentucky University), Steven R. Wininger (Western Kentucky University), Adrian Gregory (Western Kentucky University), & Kerry Duck (Western Kentucky University)

The purpose of this study was to test a brief intervention to increase students' self-regulation of learning. Participants included 91 pre-service teachers enrolled in multiple sections of educational psychology. Self-regulation constructs and strategies were assessed during the first and last week of the semester. Treatment students were exposed to a one-class-period intervention. Ratings for usefulness of course content increased in the treatment group, but decreased in the control. Students in both groups reported effort as the most important attribution impacting learning at pre and post. At post-assessment, treatment students placed more emphasis on internal and controllable attributions. The treatment group exhibited a greater increase in strategy/process goals from pre to post. Last, students in the treatment group made significantly more improvements with regard to learning strategies. Strengths and weaknesses of the intervention along with plans for future research are discussed.

Poster 15 – Plans, goals, hopes, or wishful thinking? Level of representation of non-academic "important tasks" predicts academic self-regulatory problems.

Tatiana Malatincová (Masaryk University)

The preliminary study explores the effects of explicit representation of "current important tasks" on academic procrastination and related self-regulatory problems. A sample of 58 students were asked to make a list of "important tasks they feel they should currently be working on", which were rated according to their concreteness, finality, complexity and ambitiousness. The students also completed measures of academic procrastination and various study-related self-regulatory problems. It was expected that self-regulatory failure would be positively correlated to abstract and ambitious representations of tasks, demonstrating lack of implementation skill. The effect of explicit task representation on chronic procrastination, however, was only marginal. Interestingly, representation of tasks other than academic ones turned out to be a much better predictor of self-regulatory problems, especially those indicating paradoxical discrepancy between interest and engagement. This is probably because explicit representation of academic tasks in all students tends to be pre-determined by official formulation of demands.

Poster 16 – Middle-school students' motivation-related perceptions of afterschool science and engineering activities.

Sehmuz Akalin (Virginia Tech), Asta Schram (Virginia Tech), Jessica Chittum (Virginia Tech), Jonathan Fink (Virginia Tech), & Brett D. Jones (Virginia Tech)

A need exists in the US and worldwide to produce more scientists and engineers. Given that interest in science wanes during the middle school years, we wanted to better understand how instruction in an afterschool program would affect students' interest and motivation in science and engineering. The purpose of this study was to identify instructional factors in a design-based science and engineering curriculum that affect middle school students' engagement in science and engineering. Using the MUSIC Model of Academic Motivation (Jones, 2009) as a framework, we interviewed 12 students who participated in an afterschool program for several weeks. We transcribed and coded students' responses. Their experiences in the program usually: led them to feel empowered, related to their life goals, allowed them to feel successful, interested them, and made them feel cared for. We present these experiences, as well as those that did not lead to these productive motivation-related perceptions.

Poster 17 – The influence of cognitive control on subsequent pain.

Nicolas Silvestrini (University of Geneva) & Pierre Rainville (University of Montréal)

Whereas ample studies found a pain-reducing distraction effect of cognitive performance during painful procedures, much less is known, however, about the consequences of cognitive performance on a subsequent pain—i.e. when pain is experienced after a cognitively demanding period. In the present study, participants (N=24) performed six blocks of a counting Stroop task in an interference (high cognitive control) and six blocks in a neutral (low cognitive control) condition. After each block, four painful electrical stimulations at 120% of previously defined threshold were applied to the sural nerve of the right leg inducing a spinally mediated multisynaptic reflex, the nociceptive flexion reflex (NFR). Results indicated that the NFR and pain ratings were higher after the interference than after the neutral condition. Findings suggests that pain regulation mechanisms including the descending pain modulatory system may be less efficient after the performance of tasks requiring cognitive control resulting in stronger pain experience.

Poster 18 – Motivation and personality: Relationships between quick AIM motives and the HEXACO model of personality.

Larry C. Bernard (Loyola Marymount University), Andrew Lac (Loyola Marymount University), & Aaron Lukaszewski (Loyola Marymount University)

There are very few multidimensional measures of individual differences in motivation. The Assessment of Individual Motives-Questionnaire (AIM-Q) is one such device that assess 15 dimensions of motivation. The dimensions are based on evolutionary theory and there is evidence of their consensual validity (convergence of self-other ratings) and behavioral validity (relationships with self-other reported behaviors of social importance). The full 15 dimensional model, assessed by the Quick AIM version of the scales, was recently supported by a confirmatory factor analysis. Prior research has explored relationships between the Big Five Personality Factors and AIM-Q dimensions. The present study examines relationships between Quick AIM scales and HEXACO Personality Factors in a sample of N =174 participants (M age = 28.47, SD = 14.21). Results suggest that motivation and personality are moderately related, as expected, but motives also account for variance in some behaviors that is largely independent of personality.

Poster 19 – Shared leadership in work teams: Test of a mediation model.

Vincent Rousseau (University of Montréal), Éric Brunelle (HEC Montréal), & Caroline Aubé (HEC Montréal)

Previous studies have found that shared leadership among team members may increase the level of performance of work teams. However, the underlying mechanisms regarding this relationship remain unclear. This study investigates the role of shared leadership in regard to team performance by considering team potency as a motivational intervening mechanism. Using a multimethod approach, data were gathered from a sample of 68 teams (321 members) of undergraduate and graduate students participating in a project management simulation. Using a path analysis approach, results support the mediating role of team potency in the relationship between shared leadership and team performance. Specifically, shared leadership is positively associated with team potency, which in turn is positively related to team performance. On the whole, the study results suggest that organizations may benefit from encouraging shared leadership in work teams, which may help to build team potency and to increase team performance.

Poster 20 – Validity evidence for the use of a motivation inventory with middle school students.

Brett D. Jones (Virginia Tech) & Jesse L. M. Wilkins (Virginia Tech)

The MUSIC Model of Academic Motivation Inventory was developed to measure undergraduate students' motivation-related perceptions of college courses. The purpose of this study was to investigate the validity of a similar, but shorter, inventory to measure upper-elementary and middle school students' motivation-related perceptions about their science class. We surveyed 334 students from two schools in grades 5, 6, and 7 and conducted an exploratory factor analysis which revealed 18 items that adequately represented the five-factor structure of the MUSIC model. This five-factor structure and associated measurement model was then cross-validated using a sample of 331 students from two schools in grades 5, 6, and 7 who were surveyed several months later. Confirmatory factor analysis revealed that the five-factor MUSIC model and associated 18 items adequately fit the data. These studies provide empirical evidence to support the validity of the factor structure of the MUSIC Model of Academic Motivation for this population.

Poster 21 – Measures and methodologies for studying students' motivation in an informal learning environment.

Jonathan Fink (Virginia Tech), Jessica Chittum (Virginia Tech), Asta Schram (Virginia Tech), Sehmuz Akalin (Virginia Tech), & Brett D. Jones (Virginia Tech)

Motivating students is important because motivated learners are more likely to learn more and achieve at higher levels. But, how do we assess the extent and type of students' motivation in informal learning environments? The purpose of this study was to investigate the use of different measures of students' motivation in an informal learning environment. During our study of an afterschool science and engineering program for middle school students, we collected data over several months using video, two types of observation rubrics, and structured interview questions. The rubrics and interviews were designed to assess students' perceptions of motivation related to the components of the MUSIC Model of Academic Motivation (Jones, 2009): eMpowerment, Usefulness, Success, Interest, and Caring. Examples of our measures and methodologies will be presented, along with our assessment of the strengths and weaknesses of using them for this purpose.

Poster 22 – Do self-efficacy ratings reflect motivation instead of perceived capability?

Chenelle Chin (Brown University), David M. Williams (Brown University), & Shira Dunsiger (Brown University)

Self-efficacy questionnaires assess the respondent's confidence that he/she "can" perform a behavior. Contrary to self-efficacy theory, but consistent with colloquial use of the word "can" ("I cannot go to the movies tonight"), some researchers have argued that self-efficacy ratings are influenced by motivation/intention. If true, then self-efficacy ratings should increase when the distinction between "can" and "will" is primed. In a randomized study (N=346) exercise self-efficacy ratings were higher when each item ("can exercise") was paired with a motivation/intention item ("will exercise") (mean=72.1, SD=17.5) relative to a standard (non-paired) questionnaire (mean=56.4, SD=21.0), $t(256)=6.0$, $p<.001$. Defining "can" and "will" prior to completing the standard questionnaire (mean=58.1, SD=22.2) had no effect, $t(258)=0.61$, $p=.54$; however, those who gave a strict definition of "can" (n=15) had higher ratings (mean=72.0, SD=21.3) than participants who gave a more liberal definition (n=73; mean=55.3, SD=21.4), $t(86)=2.75$, $p=.01$. Results suggest that self-efficacy ratings are influenced by motivation/intention.

Poster 23 – Changes over time in engineering students' engineering identification and motivational beliefs.

Chosang Tendhar (Virginia Tech) & Brett D. Jones (Virginia Tech)

Undergraduate engineering students' perceptions related to engineering identification, engineering utility, engineering program belonging, and engineering program expectancy, were measured at four time points: the beginning of their second semester (n = 345), the end of their first year (n = 167), the end of their second year (n = 85), and the end of their third year (n = 67). The purposes of this study were to investigate (a) whether students' perceptions related to these four constructs increased over time, and (b) whether there were differences in the growth trajectories between males and females. A two-level hierarchical linear model (HLM) indicated that students' perception of the four constructs did not increase over the four time periods. Although there were no differences in the growth trajectories between males and females for engineering program belonging and expectancy, the growth trajectories were different for male and female students for engineering identification and utility.

Poster 24 – The effects of praise on the praiser's intrinsic motivation.

Ayumi Tanaka (Doshisha University) & Keisuke Tsuyama (Doshisha University)

Corpus, Ogle, & Love-Geiger (2006) showed that praise for the effort and mastery of new skills (i.e., mastery praise) enhanced children's intrinsic motivation, and that praise for excellence relative to others (i.e., social-comparison praise) curtailed it. The current study examined the effects of these different types of praise on the praiser's intrinsic motivation. Forty-eight undergraduate students (18 men and 30 women) were asked to provide mastery praise, social-comparison praise, or no praise for the puzzle task performance of a partner (a confederate). Participants then worked on a different task and completed a couple of measures of motivation. The results showed that participants who provided social-comparison praise experienced enhanced perceived competence in the subsequent task compared to the mastery praise and no praise conditions. However, praise did not significantly affect subsequent intrinsic motivation. The discussion focuses on the short-term and the long-term benefits of praise for the praiser.

Poster 25 – The selfish goal: Multiple goal processes streamlined intoindividual behavior.

Julie Y. Huang (University of Toronto) & John A. Bargh (Yale University)

The Selfish Goal model holds that an individual is comprised of multiple goals, each of which operates selfishly, steering that person's information processing and behaviors towards the goal's end-state (and not necessarily the overall interests of the individual). This framework is derived from research on consciousness and evolutionary biology, and importantly, offers predictions regarding the qualities and outcomes of individual behavior in the current day, including: 1) the existence of unconscious processes including goals (the automaticity principle), 2) that the most active goal will constrain a person's information processing and behavior toward goal completion (the reconfiguration principle), 3) similarities between conscious and unconscious goals (the similarity principle), and 4) goal influences which produce apparent inconsistencies or counterintuitive behaviors in a person's behavior over time (the inconsistency principle).

Poster 26 – The positive performance effects among domain-identified people disappear for those with highly contingent-self-worth.

Jason S. Lawrence (University of Massachusetts Lowell) & Lyneth Torres (University of Massachusetts Lowell)

People often perform well in domains central to their self-definition (i.e., domain identification). However, those high in domain-identification also tend to base their self-worth on their outcomes in those domain (i.e., self-worth contingencies), an individual difference linked to impaired performance on difficult evaluative tasks. The present study, therefore, examined whether the relationship between people's math-identification and math performance depends on their level of academic-contingent self-worth and task difficulty. Results showed that, regardless of test difficulty, academic-contingent self-worth moderated the link between math-identification and math performance: college students' level of math-identification positively predicted performance when they had low to moderate academic-contingent self-worth but was unrelated to performance when they had high academic-contingent self-worth. In the Discussion, we propose that domain-identified people with low to moderate contingencies of self-worth are able to deflect self-threats and thereby avoid performance-impairing processes (e.g., anxiety) associated with high self-worth contingencies.

Poster 27 – Perceptions of social mobility in adulthood: The role of motivation and perceived opportunity.

Jacob Shane (University of California, Irvine), Shichun Ling (University of California, Irvine), Tiffany Mak (University of California, Irvine), & Jutta Heckhausen University of California, Irvine)

Using a nationally selected sample of 259 adult males we examine the role that motivational processes and societal beliefs play in perceptions of social mobility. Guided by the Motivational Theory of Life-Span Development (Heckhausen, Wrosch & Schulz, 2010), a model was developed through previous research with university students that showed the translation of motivational beliefs and strivings into social mobility perceptions (Shane & Heckhausen, 2013). In the current research, the model is extended to examine social mobility perceptions in young adult (ages 30-35; n = 108) and middle-aged adult males (ages 49-53; n = 138). Specifically, we examine the process through which individual's beliefs in the opportunity present in society and their perceived capacity to access these opportunities impact their engagement and disengagement toward career goals and in turn their expectations for future social status attainment. The results provide support for the model, and demographic differences are discussed.

Poster 28 – Shared agency with parents in academic motivation and achievement.

Vinnie Wu (University of California, Irvine), Brandilynn Villarreal (University of California, Irvine), & Jutta Heckhausen (University of California, Irvine)

Previous research shows the substantial influence parents have on their children. Many parents invest effort in maintaining this influence during college, especially regarding academic goal setting and effort. This study investigated the influence of shared and non-shared agency with parents on academic motivation and achievement in college students, determining the extent that both parents and children share similar academic goals and are engaged in obtaining these goals (Chang, Heckhausen, Greenberger, & Chen, 2010). Of particular interest were ethnic differences in this relationship, particularly between East Asians and Southeast Asians, two groups not usually differentiated in research in spite of their different attitudes towards education and family. Approximately 400 college students of European American, East Asian, and Southeast Asian descent completed an online cross-sectional survey. Results indicate significant ethnic differences on the influence of shared and non-shared agency in intrinsic motivation, extrinsic motivation, and amotivation, but also in academic achievement.

Poster 29 – Favors feel different for females: Gender differences in favor deliberation.

Amanda Weirup (Carnegie Mellon University), Linda C. Babcock (Carnegie Mellon University), & Laurie R. Weingart (Carnegie Mellon University

In this study, we examine gender differences in how individuals make decisions regarding whether to perform favors, which we define as voluntary, explicit requests that represent prosocial behavior. We propose ten motivations for performing favors drawing from the compliance, prosocial behavior, and task motivation literature and six discrete emotion categories to represent the emotional experience of favor deliberation. Participants responded to a survey containing two theoretically-derived scales: a list of emotion words and reasons one might agree to or decline a favor. Using exploratory and confirmatory factor analysis, we provide evidence that women consider different reasons for performing favors, such as being more likely to complying with norms or authority, and experience higher levels of negative emotions, such as anger, fatigue, fear, and guilt, while men experience higher levels of calm. Furthermore, the reasons individuals consider during favor deliberation correlate highly with their emotional experience during the process.

Poster 30 – Agentically engaged students:How they create motivationally supportive learning environments for themselves.

Johnmarshall Reeve (Korea University)

The present study introduced "agentic engagement" as a newly-proposed student-initiated pathway to greater achievement and greater motivational support. Study 1 showed that middle-school students' agentic engagement predicted their course achievement, even after controlling for students' behavioral, emotional, and cognitive engagement. Study 2 showed that middle-school students' agentic engagement predicted how motivationally supportive (how autonomy supportive) their teachers were. Specifically, measures of agentic engagement and teacher-provided autonomy support were collected from 302 middle-school students in a 3-wave longitudinal research design. Multilevel structural equation modeling showed that (a) initial levels of agentic engagement predicted longitudinal changes in mid-semester perceived autonomy support and (b) early-semester changes in agentic engagement predicted longitudinal changes in late-semester autonomy support. Overall, these studies show how agentic engagement functions as a proactive, intentional, collaborative, and constructive student-initiated pathway to greater achievement (Study 1) and motivational support (Study 2).

Poster 31 – Gender differences in effort-related cardiovascular response: Further evidence for an interactional incentive appraisal analysis.

Patricia Barreto (University of Florida) & and Rex A. Wright (University of North Texas)

Undergraduate volunteers were presented a moderately difficult or impossible counting challenge and led to believe that they could secure a traditionally feminine incentive by meeting it. As expected, systolic blood pressure responses during the work period were stronger for women than for men under moderately difficult conditions, but low for both genders under impossible conditions. Results conceptually replicate previous research findings and support further the suggestion that gender effects in studies of cardiovascular response can be partially understood in terms of effort processes occurring where men and women place different value on available performance incentives.

Poster 32 – A cross-cultural validation of the MUSIC model of academic motivation and its associated inventory.

Hanaa E. M. A. Hussein (Virginia Tech), Mostafa H. Soliman (Virginia Tech), & Brett D. Jones (Virginia Tech)

The purpose of this study was to determine whether the MUSIC Model of Academic Motivation is a valid model in an Arabic culture and whether the scores produced from the Arabic version of the MUSIC Model of Academic Motivation Inventory (MMAMI) are valid. We examined the construct validity of the 26-item MMAMI on an Egyptian sample through the use of exploratory and confirmatory factor analysis. An Arabic translation of the MMAMI was administered to a sample of 233 third- and fourth-year college students in Egypt. Our findings provided evidence of the validity of the MUSIC model in an Arabic culture and evidence for the validity of the Arabic version of the MMAMI. All model fits indicated that the hypothesized five-component model had a good model fit to the data.

Poster 33 – Perceived relevance in the high school science classroom: Examining the conceptual structure of a multidimensional perception.

Matthew F. Hartwell (Temple University) & Avi Kaplan (Temple University)

Whereas perceived relevance of academic content is deemed important for quality student motivation, the student's psychological experience of relevance is under-conceptualized and under-investigated. The current study tested an identity-based model of relevance that specifies three components: (1) the contextual target—the content perceived as relevant (e.g., "photosynthesis"); (2) the identity target—the self-aspect connected to the content (e.g., "career goals"); and (3) the relevance lens—the cognitive-affective connection between the contextual and identity targets (e.g., "utility value"). One hundred and forty 9th-grade students in biology classes completed surveys designed to assess the three components of the model. Multi-Dimensional Scaling indicated support for a structure that corresponded with the three-component model. The structure was replicated in random halves of the sample as well as across various sub-groups (e.g., gender, ethnicity, ability). The findings support the three-component model and provide insight into the psychological experience of relevance within the science classroom.

Poster 34 – Sensitivity to punishment in dysphoria: Evidence from blunted and heightened cardiovascular reactivity.

Jessica Franzen (University of Geneva) & Kerstin Brinkmann (University of Geneva)

Previous behavioral and neuroscientific studies showed hyposensitivity to punishment in clinical and subclinical depression while other studies demonstrated hypersensitivity (Eshel & Roiser, 2010). On the physiological level, there is preliminary evidence for reduced cardiovascular response for avoiding a punishment in dysphoria. Therefore, the present two studies investigated punishment

responsiveness in dysphoria from an effort mobilization perspective. Students with low versus high depression scores worked on a cognitive task, expecting to lose money in the punishment condition. Effort mobilization was operationalized as participants' cardiovascular reactivity during task performance. As expected, nondysphorics' reactivity of pre-ejection period was higher during punishment anticipation compared to the neutral condition in both studies. However, results for dysphorics differed between the two studies, one study demonstrating blunted reactivity across conditions and the other showing heightened reactivity in the punishment condition. These results reflect the discrepancy in the literature about punishment sensitivity in depression, which will be discussed.

Poster 35 – Social rewards fail to elicit high effort mobilization in dysphoric individuals.

Kerstin Brinkmann (University of Geneva), Cyrielle Rossier (University of Geneva), & Guido H. E. Gendolla (University of Geneva)

Behavioral and neurobiological studies consistently demonstrate reward insensitivity in depression and dysphoria. Recent research indicates that dysphoric individuals do not mobilize more effort for obtaining rewards. These studies have mainly focused on monetary rewards. However, this reward insensitivity might generalize to social rewards. The present study tested the hypothesis that expecting social approval for good performance leads to high effort-related cardiovascular reactivity (CVR) for nondysphoric individuals. In contrast, dysphoric individuals are hypothesized to show attenuated CVR. The study was run in a 2(dysphoric vs. nondysphoric) x 2(no reward vs. social approval) between-persons design. Effort mobilization was operationalized by participants' CVR during the performance of a recognition memory task. Results corroborated nondysphorics' higher CVR when expecting to enter their name in a „best-list", whereas dysphorics' CVR remained low regardless of the consequences. The present study thus expands evidence for reward insensitivity in depression and dysphoria to effort mobilization for social rewards.

Poster 36 – The role of attainability in upward social comparison.

Matthew Braslow (The Ohio State University), Robert Arkin (The Ohio State University), & Jean Guerrettaz (The Ohio State University)

Lockwood and Kunda (1997) found that upward comparisons could enhance the self when people viewed the upward target's success as attainable; however, few have further explored the effects of attainability in social comparison. So, the present study was designed to understand the mechanism through which attainability affects self-views and self-esteem post-comparison. Results suggested that changes in perceived similarity to the target accounted for the effects of attainability on self-evaluations and self-esteem. Specifically, individuals who were exposed to a more attainable upward target perceived themselves as more similar to that target, which then led them to assimilate towards the target in their self-views and ultimately report higher state self-esteem after comparison. Overall, the findings help to connect the construct of attainability to broader theoretical perspectives of how upward social comparison can enhance the self.

Poster 37 – When choice matters: Task-dependent memory effects in older adulthood.

Miriam K. Depping (University of Zurich) & Alexandra M. Freund (University of Zurich)

Goal orientation shifts across adulthood from a primary orientation towards gains in young adulthood to an increased importance of the prevention of losses. In line with these motivational changes, older adults' information processing may be particularly sensitive to potential losses if there is a possibility to avoid them. Using an incidental memory paradigm, younger and older adults recalled information on two hypothetical travel packages (Experiment 1) or two hospitals (Experiment 2) containing positive (gain-related), negative (loss-related), and neutral information either in a decision or in a control

condition (evaluating the readability of the texts). Taken together, results suggest that the processing of decision-relevant information promotes a stronger focus on negative information in older adults compared to information processing in the non-choice control condition. Comparing both experiments, the more threatening scenario (Experiment 2) promotes a stronger focus on negative information across both age groups compared to the pleasant scenario (Experiment 1).

Poster 38 – Testing conflicting factor structures of expectancy-value.

Jeff J. Kosovich (James Madison University), Chris S. Hulleman (University of Virginia), & Kenn E. Barron (James Madison University)

Expectancy-Value theory (Eccles et al, 1983) focuses on two major concepts that subsume several other prominent theories of achievement(e.g. interest, self-concept). Although often treated as two single concepts, expectancies and values are described in the literature as multi-faceted constructs covering a wide breadth of human behaviors. Value in particular is described by Eccles as consisting of four components: attainment value, utility value, interest value, and cost. The current study uses confirmatory factor analysis (CFA) to test several potential conceptualizations of the structure of expectancy and values. Items used in the study were designed to measured expectancy, utility value, interest, and cost. Of the eight CFA models tested, a four-factor structure is ultimately championed. The results of the CFA provide evidence that value is best used as an umbrella term for several distinct motivational constructs. Future psychometric research investigating other potential types of expectancies and values is recommended.

Poster 39 – Why do people want to support charitable organisations? The interplay of other-benefit appeals, autonomous and controlled motivation.

Kaspar Schattke (Concordia University), Michèle Paulin (Concordia University), & Ronald Ferguson (Concordia University)

This study examines the interplay of situational and motivational factors on the intentions to support charitable organizations, which provide a broad range of indispensable services for the wellbeing of society. We compared an others-benefit with a self-benefit appeal of Facebook event pages and their interactions with autonomous and controlled motivation and measured the supportive intentions of N=376 students to promote special events for youth homelessness. We found higher supportive intentions in the other-benefit than in the self-benefit condition. Additionally, autonomous and controlled motivations positively predicted supportive intentions. Finally, a significant 3-way interaction indicated that, in the others-benefit condition, people with high autonomous and high controlled motivation had the highest supportive intentions. In the self-benefit condition, people with low autonomous and low controlled motivation had the lowest intentions. The results highlight the combined effects of autonomous and controlled motivation and their dependence on situational factors such as the self- versus other-appeal.

Poster 40 – Empathy, rumination, and psychological escape.

Eric L. Stocks (University of Texas at Tyler) & Felicia Mirghassemi (University of Texas at Tyler)

We tested the hypothesis that empathy promotes helping because those experiencing it are unable to psychologically escape awareness of the victim's suffering. The ability to psychologically escape awareness of the victim's suffering was directly manipulated in two experiments, and the results from each suggest that helping behavior per se is not explained by concerns about psychological escape. In four additional studies, empathic concern and empathic distress for a victim were assessed, along with either actual or anticipated rumination about a victim. The results suggest that distress, rather than empathic concern, promotes concerns about rumination. This set of studies suggests that one source of vicarious emotion, distress, does promote rumination about a victim, but that empathic

concern elicits an independent motive to help beyond that elicited by concerns about psychological escape.

Poster 41 – Consumer optimism: Strategically choosing when to exit a relationship.

Harish Sujan (Tulane University), Meryl P. Gardner (University of Delaware), & David Cranage (Penn State University)

Dispositional optimism, it has been suggested, often causes people to persist at a task undaunted by setbacks. We suggest among consumers attempting to achieve redress for having been sold a defective product by a retailer, persistence depends on the retailer's response strategy. Retailers who respond through a problem-solving offering retain the loyalty of their optimistic customers more, while retailers who respond with a mollification strategy retain the loyalty of pessimistic customers more. We demonstrate this through two studies. Through a third study we demonstrate that it is possible to separate optimistic from pessimistic customers, at the returns desk, through the asking of diagnostic questions.

Poster 42 – Motivation and causal attributions in predictions of binary events.

João Braga (Universidade de Lisboa, Indiana University), André Mata (Universität Heidelberg), Steven J. Sherman (Indiana University), Mário Ferreira (Universidade de Lisboa), Lynn Zhang (Indiana University), William Buechele (Indiana University), & Sofia Jacinto Braga (Indiana University)

Predictions about binary events are dominated by two well-known effects: the gambler's fallacy (the tendency to alternate after a streak) and the hot-hand (the tendency to continue the streak). We argue that people can use either one or the other tendency strategically, depending on the motivation for the streak to continue or to cease. The choice should also underlie shifts in causal attributions underlying such reasoning. In a series of studies using human performance contexts (predictions during a basketball games), we show that the streak is expected to continue when it represents a favorable outcome, but is expected to cease if it represents a negative outcome. Our data also suggest that predictions of continuation (hot-hand) are related to internal causal attributions, whereas alternations (gambler's fallacy) are not. Implications for the understanding of both decision mechanisms and the role of motivation in such processes are discussed.

Poster 43 – Construal level and means evaluation in single and multiple goal contexts.

Allison Skapik (University of Pittsburgh), Edward Orehek (University of Pittsburgh), Anna Vazeou-Niuewnhuis (University of Pittsburgh), & Gina Roussos (University of Pittsburgh)

Several experiments investigated the effect of construal level on preference for unifinal versus multifinal means. Participants were given a means (e.g., best friend, coffee, computer) and were either provided with or generated the goal(s) served by the means. Multifinal means are perceived as more valuable (Chun, et al., 2011), but less instrumental (Zhang et al., 2007) than unifinal means. Therefore, we predicted that when goals were provided, high-level construals would elicit a preference for multifinal (vs. unifinal) means because high (vs. low)-level construals promote prioritization of desirability over feasibility concerns (Liberman & Trope, 1998). However, when the participants generated the means, we predicted that high (vs. low) construal level would lead to a preference for unifinal means because the single goal is more likely to be central to the means' identity, consistent with the notion that high-level construals prompt a focus on essential over incidental features (Trope & Liberman, 2000).

Poster 44 – The influence of perceived parental involvement on the use of adolescents' self handicapping strategies.

Hyeyoung Hwang (University of North Carolina at Chapel Hill)

Most researchers agree the necessity of examining which specific features of social environment could discourage students from self-handicapping (i.e., creation of an impediment to performance as an excuse for possible failure, Jones & Berglas, 1978), but little attention has been paid to the influence of parental participation in the educational processes and experiences of their children. The purpose of this study was to examine the effect of perceived parental involvement on the children's use of self- handicapping strategies. Data from Korean Education Longitudinal Survey (N= 6,908, 8th grade) was used. The results showed that parents' academic expectation, parents' autonomy- support, and emotional support were related to the children's use of self handicapping and those relations were fully or partially mediated by motivational beliefs (i.e., academic efficacy, intrinsic motivation, and instrumental motivation). Relations with parents' academic involvement were not significant. In addition, some influences of parental involvement differed by gender.

Poster 45 – The role of academic advisers in academic motivation and leadership: A comparison of white and non-white students.

Sequana Tolon (Missouri State University) & Adena Young-Jones (Missouri State University)

Researchers have investigated various factors that best promote student success in higher education. Ironically, the unique contribution of academic advisors has remained relatively unexplored (Campbell & Nutt, 2008; Kelley, 2008). Young-Jones et al. (2013) recently found that academic advising does impact student academic performance; they concluded further research is necessary to understand the specific function of advising on student success. The present study investigated advisor roles in academic motivation and leadership self-efficacy. Participants completed the Self-Efficacy for Leadership Scale, Basic Need Satisfaction Scale, Academic Motivation Scale, and Advisor Scale. Bivariate correlations (Pearson r) indicated strong relationships between advisor support and intrinsic motivation. Correlations differed for whites and non-whites in leadership self-efficacy, intrinsic motivation, and competence. Results suggest advisors play a unique role in promoting success for students of diverse racial and ethnic backgrounds. Future research should clarify and explore relationships between advisor support, academic motivation, leadership self-efficacy, and student success.

Poster 46 – Gender differences in norm compliance explain the difference in behavioral self-handicapping.

Julie Eyink (Indiana University), Edward Hirt (Indiana University), & Janis Crawford (Indiana University)

A pervasive gender difference exists in self-handicapping such that only men engage in behavior self-handicaps (Hirt et al., 2003). In the present study, we tested whether gender differences in norm adherence explains the gender difference in behavioral self-handicapping. We manipulated injunctive and descriptive norms of effort and measured the amount of practice effort exerted by men and women before an intelligence test. Main effects of descriptive ($F(1,65)=5.52$, $p=.022$) and injunctive ($F(1,65)=15.23$, $p<.001$) norms were found. Significant interactions of gender by descriptive norm ($F(1,65)=4.79$, $p=.032$) and gender by injunctive norm ($F(1,65)=9.45$, $p=.003$) also emerged. This pattern of results indicates that descriptive norms influence only males' behavior while injunctive norms influence only females' behavior. These results, along with previous work showing that women value hard work more than men (McCrea et al. 2008), suggest that women's perception of effort as an injunctive norm explains their reluctance to behaviorally handicap.

Poster 47 – Across the bored: Identifying a reliable boredom induction.

Amanda Markey (Carnegie Mellon University), Alycia Chin (Carnegie Mellon University), Eric M. VanEpps (Carnegie Mellon University), & George Loewenstein (Carnegie Mellon University)

Progress on the determinants and consequences of state boredom has been stymied, in part, by the lack of a validated, reliable, state boredom induction method. In this work, we test the efficacy of six five-minute state boredom inductions. We subsequently focus on the development and validation of two of those inductions (a video and a repetitive kinesthetic task) that reliably induce a high level of boredom in both lab and online settings and that meet the conventional psychometric standards: they do not simultaneously induce unrelated constructs, such as confusion, anger or sadness, and they are correlated with trait boredom scales, which measure an individual's propensity to become bored in boring situations. Both tasks are computerized and will be available to researchers aiming to induce boredom in their experiments.

Poster 48 – Interpersonal goals, constructive approaches to problems in close relationships, and conflict.

Amy Canevello (University of North Carolina at Charlotte) & Jennifer Crocker (The Ohio State University)

Constructive communication is good for relationships, but we know relatively little about constructive approaches to interpersonal problems (CAIP), such as clarifying issues, responding promptly to problems, and sharing responsibility for creating and solving problems. Three studies examined predictors and consequences of CAIP: a cross-sectional student sample, a diary study of roommates, and a lab study of married couples discussing problems. Compassionate goals to support others predicted more and increased CAIP; self-image goals to create and maintain desired self-images predicted less and decreased CAIP (Studies 1-3). These findings were not explained by other relationship qualities (Studies 2-3). Further, goals and subsequent CAIP had consequences for own and partners' weekly relationship experience and reactions after discussing a relationship problem (Studies 2-3). Thus, through their goals, people contribute to whether they approach problems constructively, which have consequences for self and others inside and outside the context of relationship issues.

Poster 49 – Implicit motives in close relationships: A dyadic perspective.

Monika Kuster (University of Zurich), Sabine Backes (University of Zurich), & Veronika Brandstätter (University of Zurich)

Implicit motives are an important factor explaining behavior and affective experiences from a personality psychology perspective. Little, however, is known about the influence of implicit motives regarding close relationships. The present project examined 368 heterosexual couples by measuring implicit motives with the Picture-Story Exercise and different outcome variables such as relationship satisfaction, communication patterns and subjective well-being. To address the non-independence within our data, we tested our hypothesis on a dyadic level with the Actor-Partner Interdependence Model (Kenny & Cook; 1999). Gender effects and implications for further research are discussed.

Poster 50 – Shifting attention: ERP correlates of action-orientation in processing behaviorally irrelevant information.

Marlies Pinnow (Ruhr-University Bochum), Violetta Laskowski (Ruhr-University Bochum), Edmund Wascher (IFADO - Leibniz Research Centre), & Stefanie Schulz (Ruhr-University Bochum)

The present study examines the role of interindividual personality differences in the modulation of the inhibition of return effect (IOR) by means of event-related potentials (ERPs). The IOR mechanism

protects humans from reattending to already scanned visual locations and is supposed to be modulated by interindividual differences in action-control. Action-oriented individuals are more skilled at the efficient use of action-control strategies when compared to state-oriented subjects. They confine their attention to behaviour-relevant information and inhibit the processing of irrelevant information more efficient than state-oriented individuals. The results of this study revealed that IOR developed faster in action-oriented subjects. In the cue-evoked ERPs, this behavioral effect was reflected in a shorter latency of the N2. Thus, behavioral and electrophysiological data indicated more efficient inhibitory mechanisms in action- compared to state-oriented individuals. Especially group differences were obtained concerning target processing and early sensory cue processing (N1, P1). These results support the theory of action control.

Poster 51 – A critical view on implicit and explicit motive measures - What do they have in common and what differentiates them?

Julia Schüler (University of Bern), Mirko Wegner (University of Bern), & Veronika Brandstätter (University of Zurich)

The increasing number of research papers on implicit and explicit motives makes it necessary to analyze and compare the methods of measurement. In a study with 202 undergraduate students we assessed the implicit achievement, affiliation, and power motives using the Picture Story Exercise (PSE, Schultheiss & Pang, 2007), the Operant Motive Test (OMT, Kuhl & Fuhrmann, 1998), and the Multi Motive Grid (MMG, Sokolowski, Schmalt, Langens, & Puca, 2000). Furthermore, we assessed participants' explicit achievement, affiliation, and power motives using the Personality Research Form (PRF, Jackson, 1984), the MUT (Kuhl, 1999), and a goal measure. The implicit motive scores assessed by different methods showed either low or no correlations and partly correlated with the explicit motive scores. We will discuss what differentiates the implicit motive measures from each other and suggest how they may be modified in order to create larger theoretical and statistical overlap.

Poster 52 – A key determinant of reliability and validity in the picture story exercise.

Jonathan E. Ramsay (Nanyang Technological University) & Joyce Pang (Nanyang Technological University)

The picture story exercise (PSE), in which participants write imaginative stories in response to motivationally-arousing images, is the most commonly-used tool for the assessment of implicit motives. Despite decades of research into the qualities of effective individual picture cues, much less is known about the desirable properties of overall picture sets. The present research highlights a previously undocumented methodological consideration—set ambiguity—which has important implications for the reliability and validity of the PSE. In a four-part study of 74 undergraduates, motive scores derived from an ambiguous picture set comprising cues that vary in motivational focus displayed greater test–retest reliability, convergent validity, and predictive validity than those derived from an unambiguous picture set. Researchers are therefore advised to consider set ambiguity when selecting images for use in PSE research.

Floor Plan

The addresses, symposia, poster session, opening remarks, and SSM Members Meeting will take place in the following meeting spaces:

Lincoln 2
Lincoln 3
Exhibit Hall B South

All three meeting spaces are located on the Exhibition level.

EXHIBITION LEVEL
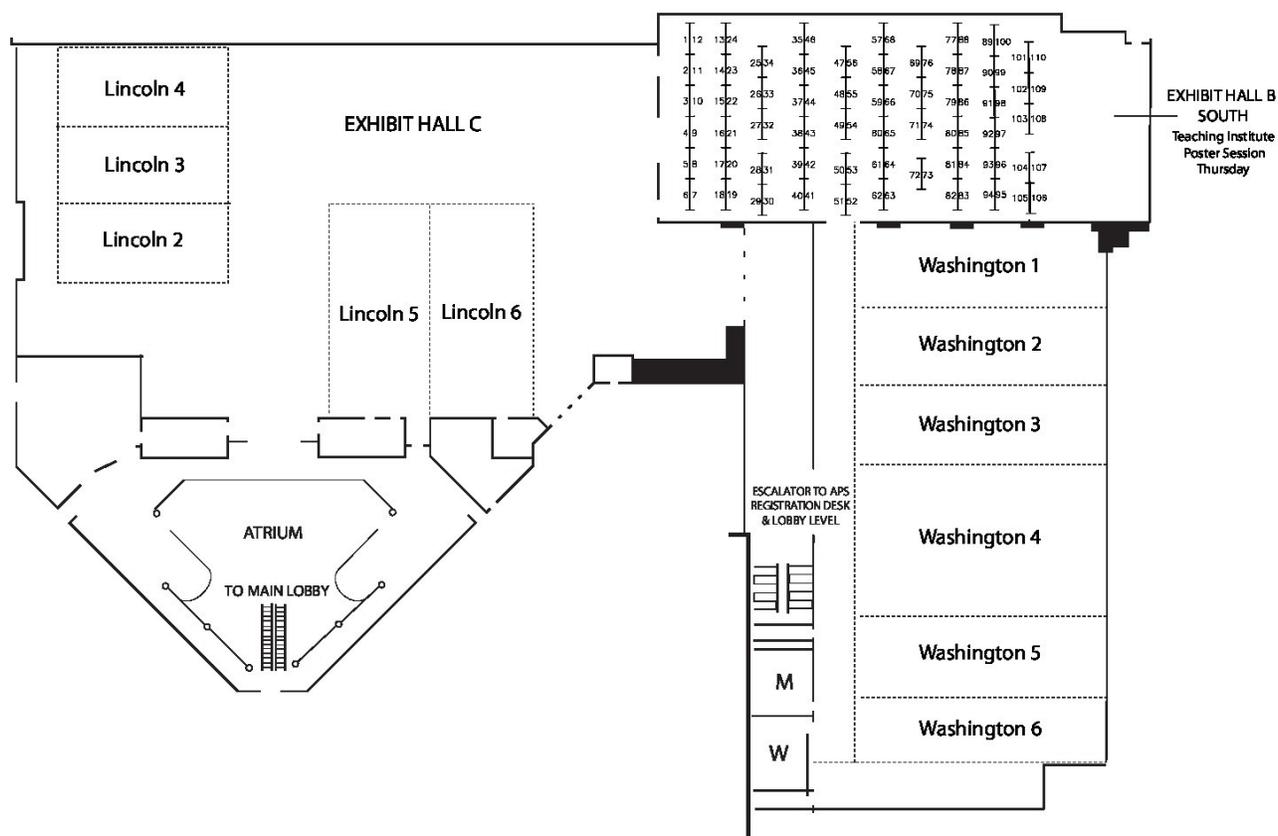
List of Authors and Contributors