Chapter 12 (Motivation and Work) Study Guide

Objective 1: Perspectives in Motivation

Definitions:
- A need or desire that energizes and directs behavior.

Concepts:
- What are four perspectives useful for studying motivated behaviors?
  - Instinct theory (evolutionary perspective)
  - Drive-reduction theory (interaction of pushes and pulls)
  - Arousal theory (urge for an optimal level of stimulation)
  - Maslow’s hierarchy of needs

Example:
- See next objectives

Sample test question:
- Dr. Ligorano has devoted his professional life to researching the desires and needs that energize and direct behavior. His area of research is:
  A. emotion
  B. cognition
  C. motivation
  D. behavior genetics

Objective 2: Instincts and Evolutionary Psychology

Definitions:
- Instinct – a complex behavior that is rigidly patterned throughout a species and is unlearned.

Concepts:
- Discuss the similarities and differences between instinct theory and the evolutionary perspective.
  - Early evolutionists explained all behavior as instinct but really were only naming behaviors rather than explaining them. While certain behaviors in animals and humans appear instinctual, most of human behavior is directed by physiological needs and psychological wants.

Example:
- Instinct in humans = infant rooting and sucking behavior for nourishment.
- Instinct in animals = nest building

Sample test question:
- Contemporary psychologists are most likely to consider _____ to be a human instinct.
  A. infant sucking
  B. the need to belong
  C. religious ritual
  D. the experience of flow
Objective 3: Drives and Incentives

Definitions:
- Drive-reduction theory – the idea that a physiological need creates an aroused tension state (a drive) that motivates an organism to satisfy the need.
- Homeostasis – a tendency to maintain a balanced or constant internal state; the regulation of any aspect of body chemistry, such as blood glucose, around a particular level.
- Incentive – a positive or negative environmental stimulus that motivates behavior.

Concepts:
- How does drive-reduction theory view human motivation?
  - Need creates a drive leads to behavior to satisfy the drive
  - A need and an incentive provides a strong drive

Example:
- A hungry person smells baking bread.

Sample test question:
- Which theory most clearly emphasizes the importance of homeostasis in motivation?
  A. Instinct theory
  B. Drive-reduction theory
  C. Arousal theory
  D. Hierarchy of needs theory.

Objective 4: Optimum Arousal

Definitions:
- none

Concepts:
- Discuss the contribution of arousal theory to the study of motivation
  - Motivated behaviors increase arousal. Well-fed animals usually leave their shelter to explore.

Example:
- Arousal drives a 4-month-old infant to investigate every accessible corner of the house.

Sample test question:
- Some motivated behaviors ________ arousal.
  A. increase
  B. decrease
  C. need
  D. satisfy

Objective 5: A Hierarchy of Motives

Definitions:
- Hierarchy of needs – Abraham Maslow’s pyramid of human needs, beginning at the base with physiological needs that must first be satisfied before higher-level safety needs and then psychological needs become active.
Concepts:
- Describe Maslow’s hierarchy of needs.
  o Maslow created a pyramid-shaped sequence in which lower level needs, such as hunger and thirst, are more compelling than higher-level needs, such as the need for love, to belong, or to be respected.
  o Needs include:
    - Physiological needs (hunger and thirst)
    - Safety needs (to feel safe, secure and stable)
    - Belongingness and love needs (to love and be loved, to be accepted, to not be lonely or alienated)
    - Esteem needs – Need for self-esteem, achievement, competence, and independence, recognition and respect.
    - Self-actualization needs – need to live up to one’s fullest and unique potential

Example:
- Someone who lack air or water forgets about the higher-level need to be loved until the lower-level need is met.

Sample test question:
- According to Maslow, our need for ______ must be met before we are preoccupied with satisfying our need for ______.
  A. Love; food
  B. Adequate clothing; self esteem
  C. Self-actualization; friendship
  D. Political freedom; economic security.

Objective 6: The Physiology of Hunger

Definitions:
- Glucose – the form of sugar that circulates in the blood and provides the major source of energy for body tissues. When its level is low, we feel hunger.
- Set point – the point at which an individual’s “weight thermostat” is supposedly set. When the body falls below this weight, an increase in hunger and a lowered metabolic rate may act to restore the lost weight.
- Basal metabolic rate – the body’s resting rate of energy expenditure.

Concepts:
- Describe the physiology determinants of hunger.
  o Increases in the hormone insulin diminish blood glucose. When it drops below a certain level your hunger increases.
  o The lateral hypothalamus brings on hunger and the ventromedial hypothalamus depresses hunger
  o Older hunger theory believed that the hypothalamus altered the body’s weight thermostat to keep our body at a particular weight level called set point.
  o Bodies regulate weight through control of food intake, energy output and basal metabolic rate.
Example:
- Volunteers overfed 1000 calories a day for eight weeks – those who gained the least weight tended to spend extra caloric energy

Sample test question:
- Research on the physiological basis of hunger has indicated that:
  A. There is no relationship between stomach contractions and the experience of hunger.
  B. Hunger continues in humans whose cancerous stomachs have been removed
  C. Rats whose stomachs have been removed must be force-fed to prevent starvation.
  D. A full stomach necessarily prevents hunger.

Objective 7: The Psychology of Hunger

Definitions:
- None

Concepts:
- Discuss psychological and cultural influences on hunger.
  o Our preferences for food are genetic and universal. Different cultures have different types of tastes because of the people’s ancestors. In the past people ate to survive and ate what was available so that has shaped what is acceptable to eat in that culture.
  o Our eagerness to eat is pushed by our psychological state. Part of knowing when to eat is out memory of our last meal as time accumulates we anticipate eating again and start feeling hungry.

Example:
- Bedouins enjoy eating the eye of camels and Alaskan natives enjoy the tasty treat of whale blubber.

Sample test question:
- Our food preferences are:
  A. Genetic
  B. Universal
  C. Both a and b
  D. None of the above.

Objective 8: Eating Disorders

Definitions:
- Anorexia nervosa – an eating disorder in which a normal-weight (usually an adolescent female) diets and becomes significantly (15 % or more) underweight, yet still feeling fat, continues to starve.
- Bulimia nervosa – an eating disorder characterized by episodes of overeating, usually of high-calorie foods, followed by vomiting, laxative use, fasting, or excessive exercise.

Concepts:
- Explain how the eating disorders anorexia nervosa and bulimia nervosa demonstrate the influence of psychological forces on physiologically motivated behaviors.
  o Usually begins as dieting but bulimia generally feels guilty about breaking a diet.
Preoccupation with food, craving high calorie foods, bouts of depression and anxiety.
- Not generally a telltale sign of child sexual abuse
- There are some family of origin issues – obesity, mother focused on appearance, competitive, perfectionistic, high-achieving, protective.
- Genetics may also influence as demonstrated by identical twins.
- Cultural norms of unrealistic body images also contribute to poor body image.

Example:
- Frequently seen in media reports of Hollywood starlets.

Sample test question:
- Provide the main differences between anorexia nervosa and bulimia nervosa.

Objective 9: The Sexual Response Cycle

Definitions:
- Sexual response cycle – the four stages of sexual responding described by Masters and Johnson – excitement, plateau, orgasm, and resolution.
- Refractory period – a resting period after orgasm, during which a man cannot achieve another orgasm.

Concepts:
- Describe the human sexual response cycle, and discuss some causes of sexual disorders.
  - Excitement phase – genital areas become engorged with blood, a woman’s vagina expands and secretes lubricant, and breasts enlarge.
  - Plateau phase – excitement peaks and breathing, pulse, and blood pressure rates continue to increase.
  - Orgasm phase – muscle contractions all over the body
  - Resolution phase – body returns to normal levels of unaroused state
- Sexual disorders include premature ejaculation, erectile dysfunction

Example:
- Masters and Johnson observed the sexual response using volunteers who agreed to sexual activity while being observed and then interviewed.

Sample test question:
- During what phase of the sexual response cycle does breathing, pulse rate, and blood pressure increase significantly?
  A. Excitement
  B. Plateau
  C. Orgasm
  D. Resolution

Objective 10: Hormones and Sexual Behavior

Definitions:
- Sexual disorder – a problem that consistently impairs sexual arousal or functioning.
- Estrogen – sex hormone secreted in greater amounts by females than males. In nonhuman females mammals, estrogen levels peak during ovulation, promoting sexual receptivity.
- Testosterone – most important male hormones. Both males and females have it, but the additional testosterone in males stimulates the growth of the male sex organs in the fetus and the development of the male sex characteristics during puberty.

Concepts:
- Discuss the impact of hormones on sexual motivation and behavior.
  - Sex hormones create sex drive, men more than women.
  - Normal fluctuations in testosterone have little effect on sexual drive.
  - Fluctuations respond more to sexual stimulation.

Example:
- Sex hormones are like fuel in a car, without fuel the car won’t run, but if fuel is low adding more fuel to the tank won’t change how the car runs.

Sample test question:
- What are the 2 effect of sex hormones?
  1. direct the physical development of male and female sex characteristics
  2. they activate sexual behavior (mostly in nonhumans)

Objective 11: The Psychology of Sex

Definitions:
- none

Concepts:
- Describe the role of external stimuli and fantasies on sexual motivation and behavior.
  - Erotic material and other external stimuli can trigger sexual arousal in women and men.
  - Explicit material may lead people to perceive their partners as comparatively less appealing. Repeated exposure may lead to a lesser response due to habituation.
  - The brain is our most significant sex organ and our imagination can influence sexual arousal and desire through sexual fantasies

Example:
- Depictions of women being sexually coerced and enjoying it – tend to increase viewers’ acceptance of the false idea that women enjoy rape and tend to increase male viewers’ willingness to hurt women.

Sample test question:
- Ivan just spent an evening watching pornographic movies of attractive women who actually seemed to enjoy being sexually molested. This experience is most likely to lead him to:
  A. Perceive himself as sexually impotent.
  B. Be more willing to hurt women.
  C. Feel unsure about his gender identity.
  D. View sexual promiscuity as morally wrong.

Objective 12: Adolescent Sexuality

Concepts:
- What are some of the forces that influence teen pregnancy and teen attitudes toward contraception?
  - Ignorance – mistaken ideas about which birth control methods will protect them
Guilt – reduce attempts at birth control in an effort not to appear promiscuous.
Minimal Communication – uncomfortable discussing birth control with parents, partners, peers
Alcohol use – less likely to use condoms, break down inhibitions
Mass media – Excess depictions of casual sex without consequences.

Example:
- Among American women born before 1900, 3% had premarital sex by age 18, today about 50% of 9th – 12th graders report having had sexual intercourse

Sample test question:
- Teens who use alcohol prior to sexual intercourse experience:
  A. Enhanced self-awareness and are less likely to use condoms.
  B. Reduced self-awareness and are more likely to use condoms.
  C. Enhanced self-awareness and more likely to use condoms.
  D. Reduced self-awareness and less likely to use condoms.

Objective 13: Sexually Transmitted Infections

Definitions:
- none

Concepts:
- Describe trends in the spread of sexually transmitted infections.
  - Unprotected sex has led to increased rates of STD’s
  - Condoms do not prevent certain skin to skin STD’s
  - Teens with higher IQs often delay sex
  - Actively religious teens more often reserve sex for marital commitment and therefore have less incidence of STD’s
  - An absent father has been liked to earlier sexual activity in teenage girls
  - Research has found lower teen pregnancy rates in teens involved with service learning projects.

Example:
- Several predictors of sexual restraint = high intelligence, religion, father presence, participation in service learning programs

Sample test question:
- Lower rates of pregnancy have been observed among teens who have:
  A. Sexually vivid dreams that lead to orgasm.
  B. Imagined being taken sexually by someone overwhelmed with passion.
  C. Watched a higher-than-average amount of prime-time television.
  D. Participated in a service learning program.

Objective 14: Sexual Orientation

Definitions:
- Sexual orientation – enduring sexual attraction toward members of either one’s own sex (homosexual orientation) or the other sex (heterosexual orientation).

Concepts:
- 3-4% of males and 1-2% of females state they are homosexual
- Cultures have been predominately heterosexual
- More gay men than lesbians struggle in the beginning and suffer pressure and harassment from peers because of sexual orientation
- Despite psychotherapy, willpower, or prayer attraction towards members of the same sex persists.
- Homosexuals are no more likely than heterosexuals to be smothered by maternal love, neglected, or abused.
- Homosexuality is found in all of the animal kingdom (penguins, sheep, bears, apes, owls, etc.)
- There is a suspected genetic connection to sexual orientation. Fraternal and identical twins have higher chances of being gay/lesbian.

Example:
- Personal values affect sexual orientation less than they affect other forms of sexual behavior.

Sample test question:
- Research on environmental conditions that influence sexual orientation indicates that:
  A. Homosexuals are more likely than heterosexuals to have been sexually abused during childhood.
  B. Homosexuals are more likely than heterosexuals to have been overprotected by their mothers.
  C. Homosexuals are more likely than heterosexuals to have been raised in a father-absent home.
  D. The reported backgrounds of homosexuals and heterosexuals are similar.

Objective 15: Sex and Human Values

Concepts:
- Place of values in sexual research.
  - Often the terms we use to describe certain sexual behaviors reflect values.
  - Recreational sex poses certain psychological, social, health and moral problems that must be faced, therefore neutrality regarding sexual activity can have unfortunate consequences.
  - We should remember that scientific research on sexual motivation does not aim to define the personal meaning of sex in our own lives.
  - We can know all the facts about sex and still not understand the significance of sexual intimacy.
  - Sexual intimacy is an expression of human’s social nature.

Example:
- For most adults, a sexual relationship fulfills not only a biological motive, but a social need for intimacy. Researchers may label certain sexual behaviors as “perversions” or as an “alternative sexual life-style”. These labels denote value judgments. Researchers should state values openly and allow for debate.
Sample test question:
- With respect to sex research and human values, the text suggests:
  A. Sexual activity is largely a medical and biological issue, not a moral issue.
  B. Scientific methods prevent sex researchers from being influenced by their own personal values.
  C. Researchers should not reveal their sexual values because sexual standards are a matter of personal taste.
  D. Sex research and education should be accompanied by open consideration of sexual values.

Objective 16: The Need to Belong

Definitions:
- Affiliate – to feel connected and identified with others.
- Ostracized – excluded or shunned by others

Concepts:
- Describe the adaptive value of social attachments and identify both healthy and unhealthy consequences of our need to belong.
  - Aiding survival – social bonds aided ancestral survival, to reproduce, protect young, to help one another find food, protect against predators.
  - Wanting to Belong – Brings feelings of great happiness, gives life meaning
  - Increase Social Acceptance – increases self esteem – go to great lengths to be part of a group. We have a need to form a “we” for both deep attachments like loving families and friendships and menacing threats like teenage gangs.
  - Maintaining relationships – resist breaking bonds – fear of being alone keeps people in abusive relationships – children reared in foster care of institutions fail to form deep attachments.
  - Pain of Ostracism – used to control behavior and punish – a real painful experience causing depression, anxiety, despair
  - Fortifying Health – people in close, supportive relationships live longer and are healthier

Example:
- Individuals told that others did not want them in a group, compared to people told they would have rewarding relationships throughout life, were more likely to engaging in self defeating behavior.

Sample Test Question:
- When people’s need to belong is fulfilled through close relationships, they are less likely to:
  A. Commit suicide
  B. Contract physical illness.
  C. Suffer psychological disorders
  D. Experience any of the above.
Objective 17: Motivation to Work

Definitions:
- Flow – A completely involved, focused state of consciousness, with diminished awareness of self and time, resulting from optimal engagement of one’s skills.
- Industrial-Organizational (I/O) psychology – the application of psychological concepts and methods to optimizing human behavior in workplaces.
- Personnel Psychology – A subfield to I/O that focuses on employee recruitment, selection, placement, training, appraisal., and development.
- Organizational Psychology – a subfield of I/O that examines organizational influences on worker satisfaction and productivity and facilitates organizational change.

Concepts:
- Discuss the importance of flow and identify three subfields of I/O Psychology
  - Quality of life increases when people are purposefully engaged in meaningful activity. – driven by internal motivation – Boosts self esteem, competence well being
  - I/O fast growing profession with subfield described above.

Objective 18: Personnel Psychology

Definitions:
- Structured interviews – interview process that asks the same job-relevant questions of all applicants, each of whom is rated on established scales.

Concepts:
- Describe how personnel psychologists help organizations with employee selection, work placement, and performance appraisal.
  - Provide better models for selection of employees – matching people to the job
  - Interviewer Illusion – overrate their decisions when there are no standards to guide the decision and no structure to the interview
  - Appraisals help decide who to retain, reward, and promote – also need to be structured to avoid “halo effects” and leniency and severity errors.

Objective 19: Organizational Psychology: Motivating Achievement

Definitions:
- Achievement motivation – a desire for significant accomplishment: for mastery of things, people, or ideas; for attaining a high standard.

Concepts:
- Organizations hire I/O psychologists to figure out the most productive workers and how they are motivated to do satisfactory work. Employee satisfaction has been proven with higher profits, higher productivity, and more loyal customers.
Objective 20: Managing Well

Definitions:
- Task leadership – goal-oriented leadership that sets standards, organizes work, and focuses attention on goals.
- Social leadership – group-oriented leadership that builds teamwork, mediates conflict and offers support.

Concepts:
- Describe some management techniques.
  - Draw out existing talent – identify worker’s strengths and giving them the freedom to do what they do best.
  - Provide meaningful goals that is challenging and yet attainable.
  - Action plans with specifics and time lines that are implemented and rewarded.
  - Provide employee opportunity to participate in the decisions – a voice effect.