

Early Philosophers

- Including Socrates, Plato, Aristotle
- Perspectives on motivation
 - Hedonism
 - Motivational construct in which humans pursue pleasure and avoid pain; striving for a greater good
 - The rule o's hedonism...

Later Philosophers

- Including Hobbes and Descartes
- Perspectives on motivation
 - Incentive motivation (Hobbes)
 - A motivational construct in which feelings of pleasure lead us to approach or pain leads us to avoid the situation responsible for that feeling
 - Dualism (Descartes)
 - A motivation construct in which behavior is partly the result of a free, rational soul and partly the result of automatic, nonrational processes of the body

In search of a single unifying theory

- Will
 - 17th c. to early 19th c.
 - Will
 - A motivational construct in which humans have the ability to reason, decide, and initiate voluntary action
 - The decline in popularity of will theory
 - To explain motivation one has to understand will
 - But this only compounds the problem
- Instinct
 - Mid 19th c. to early 20th c.
 - Instinct
 - A motivational construct in which internal stimulus induces a specific patter of behavior in a species
 - Considered to be an inherited disposition
 - Demonstrated in the presence of specific stimuli
 - Characteristic of an entire species
 - Influenced very little by learning
 - Have survival value for the species
 - Instincts as a unifying theory came for several reasons
 - Dualism
 - Mechanistic quality of the body
 - Will
 - The will was so mysterious that later scientist focuses on something much less mysterious, physiology
 - Darwin and Theory of Natural Selection
 - Process by which heritable traits become more or less prevalent in a species due to differential reproductive success of an organism interacting with its environment

- Instinct
 - In humans, instincts lead to goal-directed (i.e., motivated) behavior in the presence of the appropriate triggering stimulus
 - The decline in popularity of instinct theory
 - The list of instincts became quite long (upwards of 6000)
 - Some instincts appeared contradictory (e.g., curiosity and fear)
 - It was difficult to determine if instincts were truly innate or a result of learning
- Drive
 - Early 20th c. to mid 20th c.
 - Drive
 - A motivational construct in which behavior occurs as a result of the conscious manifestation of the deprivation of a needed substance or incentive
 - Drive motivates whatever behavior is necessary to relieve this deprivation
- Drive: On a side note
 - What's the difference between drive and need?
 - Need: any condition within the person that is essential and necessary for life, growth, and well being
 - Drive: the conscious manifestation of need
 - Motivates goal-directed behavior
 - Leads to some sort of satisfaction
 - Physiological need (low blood sugar)--> drive: hunger (seek out food, eat)
 - Psychological need (self-esteem)--> drive: feelings about oneself (act in ways to improve feelings)
 - Social need (achievement)--> drive: anxiety with possible failure(study/work hard)
- Hull's Drive Theory
 - Behaviors that relieve deprivation are reinforcing, meaning that they will be repeated in the future
- Characteristics of drive
 - Energizes behavior by intensifying all responses in a particular situation
 - The intensity of the behavior is directly proportional to the intensity of the drive
 - Chugging water example
 - Each drive has its own unique internal sensations that serve as internal stimuli for directing behavior
- The decline in the popularity of drive theory
 - Some motives exist without of despite any corresponding biological need
 - Environmental sources can energize behavior
 - Behavior can occur without relieving deprivation
- Take home message
 - An all encompassing theory is impossible
 - One theory cannot explain all of motivation

The emergence of phenomenon-specific theories-mid 20th c. to present (three historical trends)

- From inactive/active to always active
 - Influenced by humanism-mid 20th c.

- A psychological approach that focused on an individual's potential and stressed the importance of growth and self-actualization
- The cognitive revolution
 - Through the mid 20th c. the study of psychology focused on observable behaviors and biological/physiological explanations
 - Beginning in the 1970s the focus shifted to a renewed interest in internal cognitive processes
 - This had 4 effects on the study of motivation
 - From biological to cognitive
 - From mechanistic to dynamic
 - From animal to human
 - Toward humanistic interpretation
- Applied, socially relevant research
 - Clearly motivation is an integral part of our lives and we can see motivation all around
 - The study of motivation came to this realization and began to study human motivation outside of the lab
 - The purpose of this was to help solve problems faced by individuals, organizations, and society

Motivation in the 21st century

- Multidisciplinary
 - Multidisciplinary approach
 - The integration of ideas and methodologies from other fields to understand motivation
 - Strengths of a multidisciplinary approach
 - Integrating other field's perspectives allows for an inclusive picture of motivation
 - Weaknesses of a multidisciplinary approach
 - Study of motivation appears fragmented, not like a single field of study