

Definitions (Emotion)

Emotion	Affective responses (such as joy, sadness, pride, and anger), which are characterized by loosely linked changes in behavior (how we act), subjective experience (how we feel), and physiology (how our bodies respond).
Moods	Affective responses that are typically longer-lasting than emotions, and less likely to have a specific object.
Display Rules	Cultural rules that govern the expression of emotion.
James-Lange Theory of Emotion	The theory that the subjective experience of emotion is the awareness of one's own bodily reactions in the presence of certain arousing stimuli.
Cannon-Bard theory of emotion	The theory that a stimulus elicits an emotion by triggering a particular response in the brain (in the thalamus) which then causes both the physiological changes associated with the emotion and the emotional experience itself.
Schachter-Singer theory of emotion	The theory that emotional experience results from the interpretation of bodily responses in the context of situational cues.
Emotion Regulation	The ability to influence one's emotions.
Cognitive Reappraisal	A form of emotion regulation in which an individual changes her emotional response to a situation by altering her interpretation of that situation.
Suppression	A form of emotion regulation that involves inhibiting emotion-expressive behavior.



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Definitions (Emotion) (cont)

Lazarus' Cognitive Appraisal Theory The theory that the subjective experience of emotion is the result of one's evaluation (appraisal) of a stimulus, with the emotional response occurring only after the individual has interpreted the situation as emotionally significant.

Theories of Emotion Comparison

Theory	Arousal	Emotion	Cognitive Involvement
James-Lange	First	After	No
Cannon-Bard	Same time	Same time	No
Schacter-Singer	First	After labeling	Yes
Lazarus	After appraisal	After appraisal	Yes (first)

Definitions (Motivation)

Motivation The process that initiates, directs, and sustains behavior toward a goal.

Can be biological, emotional, cognitive, or social in origin.

Homeostasis The body's tendency to maintain the conditions of its internal environment by various forms of self-regulation.

Drive A term referring to a state of internal bodily tension, such as hunger or thirst or the need for sleep.

Thermoregulation The process by which organisms maintain a constant body temperature.

Set Point A general term for the level at which negative feedback tries to maintain stability.

Comparison: Motivation Theories

Theory	Core Idea	Source of Motivation	Key Concepts	Keywords/Examples
Drive Reduction Theory (Hull)	Motivation arises to reduce internal biological tension	Internal (biological drives)	Homeostasis, Drive, Need, Reinforcement	Hunger → Eat → Relief



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Comparison: Motivation Theories (cont)

Arousal Theory	Motivation seeks optimal arousal level	Internal (stimulation level)	Yerkes-Dodson Law, Sensation-seeking	Thrill-seeking, caffeine before exam
Maslow's Hierarchy of Needs	Needs are fulfilled in a structured hierarchy	Internal (growth-based)	5 levels: Physiological → SA, Later: 8 levels	Self-actualization, belonging, safety
Incentive Theory	Behavior is "pulled" by external rewards	External (extrinsic)	Positive reinforcement, behaviorism roots	Bonuses, praise, prizes
Intrinsic/Extrinsic Motivation	Intrinsic: from interest; Extrinsic: from outcome	Internal or External	Overjustification effect, autonomy, ego	Painting for joy vs. money
Self-Determination Theory (SDT)	Motivation thrives when 3 needs are met	Internal (need-fulfillment)	Autonomy, Competence, Relatedness	Volunteering, flow, passion
McClelland's Theory of Needs	Motivation depends on dominant learned need	Internal (personality-driven)	nAch, nAff, nPow	Entrepreneurs (nAch), leaders (nPow)
Expectancy Theory (Vroom)	Motivation = belief that effort leads to reward	Cognitive (decision-based)	Expectancy, Instrumentality, Valence	"If I try, will I succeed?"
Mastery vs Performance Orientation	Mastery = learning-focused, Performance = validation-focused	Internal (for mastery), External (for performance)	Tied to goal-setting, self-worth	Growth mindset vs. ego threat

Drive Reduction Theory

Motivation arises from internal biological needs that create uncomfortable states (drives) we're pushed to reduce.

Need → Drive → Behavior → Homeostasis

Goal: Restore balance (homeostasis)

Example: You're hungry (drive), so you eat to reduce the tension

Primary Drives: Hunger, thirst

Secondary Drives: Learned (e.g., money to buy food)

Criticism: Can't explain behaviors like curiosity or risk-taking.

The central idea behind Hull's theory is the body's natural drive to return to physiological balance.

When a need disrupts homeostasis → it creates a drive → the behavior aims to restore balance.

Think: Thermostat → House too cold → Heater turns on → Temperature normalizes.

Reinforcement Loop: Behavior that successfully reduces a drive is reinforced and more likely to happen again.

Example: You're hungry (drive) → you eat → you feel better → eating gets reinforced.

Maslow's Hierarchy of Needs

A humanistic theory suggesting that people are motivated by a hierarchy of needs, from basic to self-fulfillment.

Levels (bottom → top):

Physiological – food, water, warmth

Safety – stability, shelter

Love/Belonging – intimacy, friendship

Esteem – respect, achievement

Self-Actualization – fulfilling potential

Must fulfill lower-level needs before progressing

Later expansions include: Cognitive, Aesthetic, and Transcendence needs

Maslow's Hierarchy of Needs (cont)

Core Idea: Human motivation is structured in a hierarchy, and lower-level needs must be at least partially satisfied before higher-level needs become motivational.

He later added: 6. Cognitive Needs (knowledge, curiosity) 7.

Aesthetic Needs (beauty, balance, harmony) 8. Transcendence (helping others self-actualize, spiritual meaning)

Characteristics of Self-Actualized People (per Maslow): Realistic perception of self & others Problem-centered rather than ego-centered Spontaneous & creative Deep interpersonal relationships Peak experiences (intense moments of joy, creativity, transcendence) Examples: Abraham Lincoln, Einstein, Eleanor Roosevelt (according to Maslow)

Progression is flexible – You don't need complete satisfaction of a lower level to move up. Just relative satisfaction.

Regression is possible – Life stressors can push people back down the hierarchy (e.g., job loss = drop from esteem to safety focus)

It's not rigid – Cultural and individual differences affect the order.

You *can* skip levels under specific conditions (e.g., some people pursue art while struggling with safety)

It's a theoretical model, not an empirically fixed rule

Maslow's theory is humanistic – focuses on growth, potential, meaning—not biology or reinforcement

Intrinsic vs. Extrinsic Motivation

Intrinsic Motivation: The Deep Internal Drive

"I do it because I love it."

Examples: Reading for curiosity, Painting for joy, Solving puzzles because they're fun, Volunteering because it feels meaningful

Key Characteristics:



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Intrinsic vs. Extrinsic Motivation (cont)

Tied to autonomy, curiosity, mastery, purpose, Often leads to deeper engagement, better learning, and longer-lasting behavior, Central to Self-Determination Theory (SDT)

Extrinsic Motivation: Reward-Driven Behavior

"I do it to get something or avoid something."

Examples: Studying for grades, Working for a paycheck, Cleaning to avoid being scolded, Competing to win a prize

Key Characteristics:

Behavior is instrumental—a means to an end, Varies in strength depending on value of the reward or threat of punishment

The Overjustification Effect

When an external reward is added to something you already enjoy, intrinsic motivation may decrease.

Example: You love painting → You start getting paid → You feel less joy and more pressure → Intrinsic motivation declines.

Self-Determination Theory (SDT)

Core Premise:

People are most motivated, productive, and mentally healthy when their behavior is self-determined—driven by a sense of choice, interest, and internal commitment.

In other words: autonomy > pressure.

Three Basic Psychological Needs

These are universal, meaning everyone, across cultures and ages, is driven by them.

1. Autonomy: The need to feel that one is the origin of their own behavior.

Sense of personal control, choice, freedom, Not the same as independence—it's about willingness, not just doing things alone, Motivation drops if people feel coerced, micromanaged, or overly evaluated

Self-Determination Theory (SDT) (cont)

Example: A student who chooses to study psychology because she's genuinely interested (vs. one forced by parental pressure)

2. Competence: The need to feel capable and effective in one's actions.

Builds through mastery, learning, and challenge, People need positive feedback to stay motivated, Too much failure = learned helplessness Too easy = boredom

Example: Gamified learning apps (like Duolingo) work because they help users feel competent through small wins.

3. Relatedness: The need to feel connected, understood, and valued by others.

Drives social bonding, cooperation, belonging, Motivation suffers when people feel isolated, ignored, or alienated, Applies to teachers, managers, parents—all motivation is relational too

Example: A person sticks with a job longer if they feel a sense of community, even if it's hard.

When these 3 needs are satisfied: ✓ Intrinsic motivation increases ✓ Well-being improves ✓ Engagement deepens ✓ Persistence lasts longer

Types of Motivation in SDT (Continuum)

Amotivation: No intention to act: "Why bother?"

External Regulation: Act to get reward or avoid punishment: "I study for grades"

Introjected Regulation: Act to avoid guilt or gain ego boost: "I'll feel bad if I don't"

Identified Regulation: See value in the task: "I study because education matters"

Integrated Regulation: Fully internalized but still for outcomes: "This aligns with who I am"



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Self-Determination Theory (SDT) (cont)

Intrinsic Motivation: Pure enjoyment of the activity: "I love learning!"

Arousal Theory

We are motivated to maintain an optimal level of arousal—not too low, not too high.

Yerkes-Dodson Law:

Performance ↑ with arousal—but only to a point

Easy tasks: High arousal is okay

Difficult tasks: Best with low/moderate arousal

Explains thrill-seeking behaviors that don't fit Drive Reduction.

Graph: Upside-down U-shaped curve

Some people are sensation-seekers: They prefer higher arousal levels. Example: Skydivers, explorers

Others prefer calm, low-stimulation environments. Example: Artists, people with anxiety

Important: There's no universal "ideal" arousal level—it's task- and person-dependent.

Types of Arousal:

Emotional arousal, Cognitive arousal, Environmental stimulation

Applications / Examples

Explains exploratory behavior in infants or animals

Helps explain play, creativity, thrill-seeking (unlike Drive Reduction Theory)

Useful in sports, education, workplace settings

Criticism

Doesn't fully explain long-term goal-directed behavior

Lacks clarity on how arousal is regulated or how it interacts with cognition

Incentive Theory

Motivation is driven by external stimuli or rewards—things in the environment that "pull" behavior, rather than internal needs that "push" it.

□ Contrast this with Drive Reduction Theory, which is about relieving internal tension. In Incentive Theory, the reward exists outside the body.

What Counts as an Incentive?

Tangible: Money, food, prizes, grades, status symbols

Social: Praise, approval, recognition

Emotional: Avoidance of guilt, desire for pride or excitement

Example: You're not hungry, but you eat dessert because it looks delicious = external incentive overrides biological drive

Key Psychological Principles Behind It:

Behaviorism Roots (Skinner-style)

Aligned with Operant Conditioning: Positive Reinforcement = increase behavior via reward Negative Reinforcement = increase behavior by removing unpleasant stimulus Punishment = decrease behavior via consequence □ Incentive theory ≠ just any reward It emphasizes anticipated rewards—you're motivated by the idea of receiving them.

Expectancy-Value Theory (Cognitive Link)

People are motivated when they believe the reward is attainable and valuable.

Expectancy – "Can I actually achieve this?" Value – "Is the reward worth it to me?"

Contrast with Intrinsic Motivation

Incentive theory = extrinsic motivation You do something for the reward Intrinsic motivation = behavior done for its own sake □ Important: External rewards can reduce intrinsic motivation → Overjustification Effect Example: If you love painting, but start doing it only for money, your joy may decrease.



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Incentive Theory (cont)

Criticisms

Doesn't explain behaviors without obvious reward (e.g., creativity, exploration, altruism)

External rewards can lead to dependency or burnout

Not all incentives work the same for everyone (individual values matter)

McClelland's Theory of Needs

A theory that explains human motivation through three key psychological needs that drive behavior.

It's a learned theory → Needs are shaped by life experiences, not just biology.

Commonly applied in education, workplace psychology, and leadership studies.

The Big 3 Needs

1. Need for Achievement (nAch)

Desire to excel, solve problems, and achieve goals.

2. Need for Affiliation (nAff)

Desire for friendly relationships, approval, and social harmony.

3. Need for Power (nPow)

Desire to influence, lead, or control others.

Two subtypes:

Personal Power – Self-centered; controlling others for ego/status

Institutional/Socialized Power – Directed toward goals, leadership, group success

McClelland developed the Thematic Apperception Test (TAT) to assess unconscious motivation.

These needs aren't mutually exclusive—everyone has all 3, but in varying degrees.

Expectancy Theory of Motivation

Proposed by: Victor Vroom (1964)

Focus Area: Workplace and goal-directed behavior

Core Premise:

People are motivated to act when they believe their effort will lead to good performance, and that performance will lead to desirable rewards.

Motivation = Expectation + Instrumentality + Value

The Three Core Components (E-I-V)

1. Expectancy (E): "If I try hard, will I succeed?"

This is the belief that your effort will lead to improved performance.

Influenced by: Skill level, Past experiences, Confidence, Support/resources, Goal clarity

If a person thinks trying won't help → motivation drops

2. Instrumentality (I): "If I perform well, will I get the reward?"

This is the belief that good performance will actually lead to a specific outcome or reward.

Influenced by: Trust in the system, Transparent reward policies, History of outcomes, Relationship with authority figures

If rewards feel inconsistent or unfair → instrumentality drops

3. Valence (V): "Do I care about the reward?"

This is the value placed on the reward—how desirable it is to the individual.

It's subjective: One person may want money Another may value recognition or time off A third may not care at all

Even if effort and outcomes are predictable, if the reward is meaningless, motivation still drops



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