Motivation Resulting from Completed and Missing Actions

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Feedback is central for self-regulation

- Feedback allows individuals to adjust and direct their efforts to match the challenge they are facing

- Specific social roles associated with providing feedback (e.g., educators, coaches and bosses)
- People seek feedback from those surrounding them (e.g., friends, family members and colleagues)

Feedback is central for self-regulation

- **Positive feedback**
  - Completed actions (also strengths and correct responses)

- **Negative feedback**
  - Missing actions (also weaknesses and incorrect responses)

- Which feedback is more effective in motivating goal pursuit and hence is more frequently sought and given?

Positive feedback is effective

- Increases confidence in one's ability (self-efficacy), leading one to expect successful goal attainment (Bandura, 1991).

- Increases the value of the goal through associations (Aarts, Custers, & Holland, 2007; Ferguson, 2008).

- Increases the value of the goal through self-perception (Bem, 1972).

Negative feedback is effective

- Signals a discrepancy: more effort is needed to accomplish the goal
  - Cybernetic models (Carver & Scheier, 1998; Miller et al., 1960).
  - Self-discrepancy theory (Higgins, 1987).
  - Goal setting theory (Locke & Latham, 1990).

- Licensing effects: Positive feedback on successes signals sufficient accomplishment and "licenses" the individual to direct efforts elsewhere (Khan & Dhar, 2006; Monin & Miller, 2001).

Dynamics of self-regulation:
A framework for exploring the impact of feedback

- People think of actions in terms of
    - **expressing goal <u>commitment</u>**
    - **making <u>progress</u> on a goal**

- **Opposite implications for subsequent actions**
    - If an action signals commitment to a goal, it increases the likelihood of pursuing similar actions

    - If an action signals progress, it decreases the likelihood of pursuing similar actions

    - Example: when buying a product on sale signals to a person that she is committed to saving, she will continue to behave in a financially responsible manner. However, when the same action is taken as evidence of progress toward the saving goal, it justifies splurging on a subsequent purchase.

Dynamics of self-regulation:
A framework for exploring the impact of feedback

Dynamics of self-regulation

Commitment (highlighting a goal)	Progress (balancing goals)
Recycle paper and save water	Recycle paper and spend water
Alcoholics Anonymous (AA) (complete sobriety)	**Weight Watchers** (assigning points to foods and exercise)
Calvinism (a life of good work)	**Catholicism** (using good works to atone for sins)

Dynamics of self-regulation

Goal Progress	Goal Commitment
Attend a goal more after **negative** feedback	Attend a goal more after **positive** feedback

- Positive feedback increases motivation if it signals an increase in commitment to the goal but decrease motivation if it signals sufficient progress was made.

- Negative feedback increases motivation if it signals insufficient progress has been made but decrease motivation if it signals a decrease in commitment to the goal.

Propositions

- 1.   Feedback on completed actions increases motivation by signaling to the self that the self is committed.

- 2.   Feedback on missing actions increases motivation by signaling to the self a need for progress.

Standing in Lines

- The presence of people behind someone in a queue increases valuation
- The presence of people ahead of someone in a queue increases perceived effort

- Customers standing at different positions in a queue of a local bagel shop estimated (1) expected enjoyment from their meal, and (2) the required effort to reach it. We independently recorded the number of people standing behind (completed actions) and ahead (missing actions)
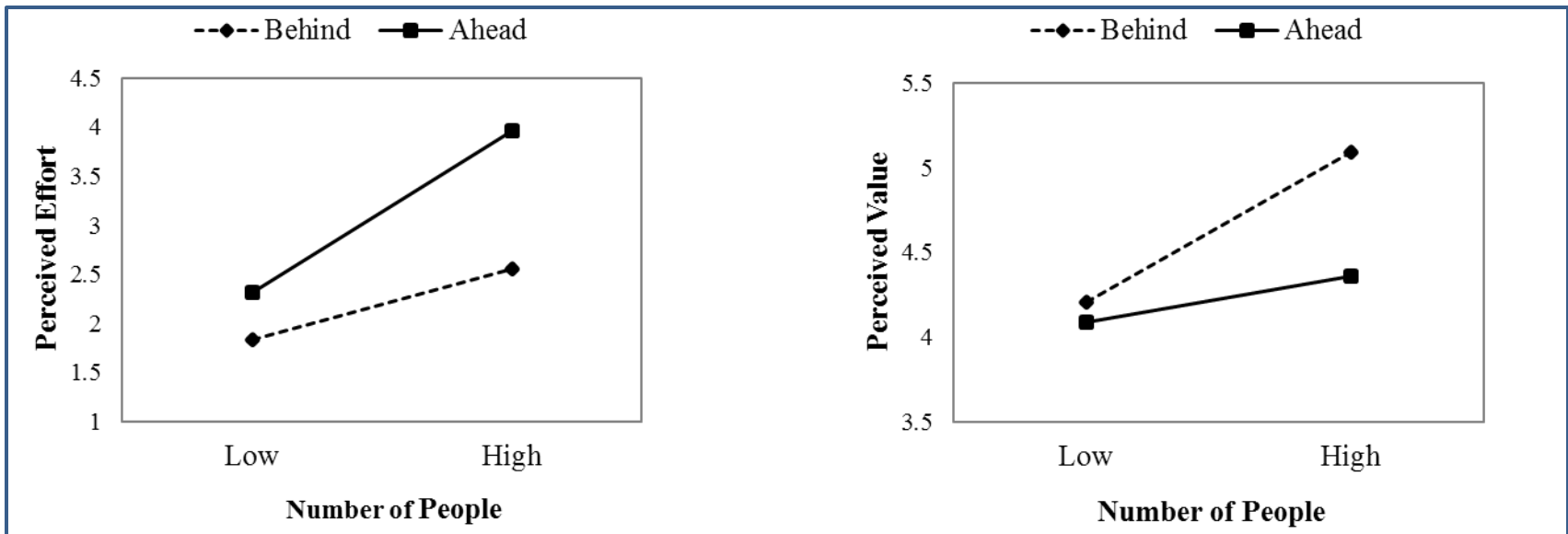
- Present the value predicted by the regression model to obtain a ±1 standard deviation from the means.

Koo & Fishbach, JMR, 2010   11

Level of aspiration

- In goal ladders, each goal is a step toward a more challenging goal (e.g., career paths, military ranks)

- Feedback on completed actions increases value of present level (greater commitment)

- Feedback on missing actions increases level of aspiration (progress to the next level) and change

Advancing as a music critic

- Participants complete a music-rating task. After each trial, they receive feedback on the portion of the task completed, remaining, or control.

(a) Completed progress feedback

30% To Date

40% To Date

(b) Remaining progress feedback

70% To Go

60% To Go

(c) Control progress feedback

1   2   3   4   5   6   7   8   9   10

Now, you are here

1   2   3   4   5   6   7   8   9   10

Now, you are here
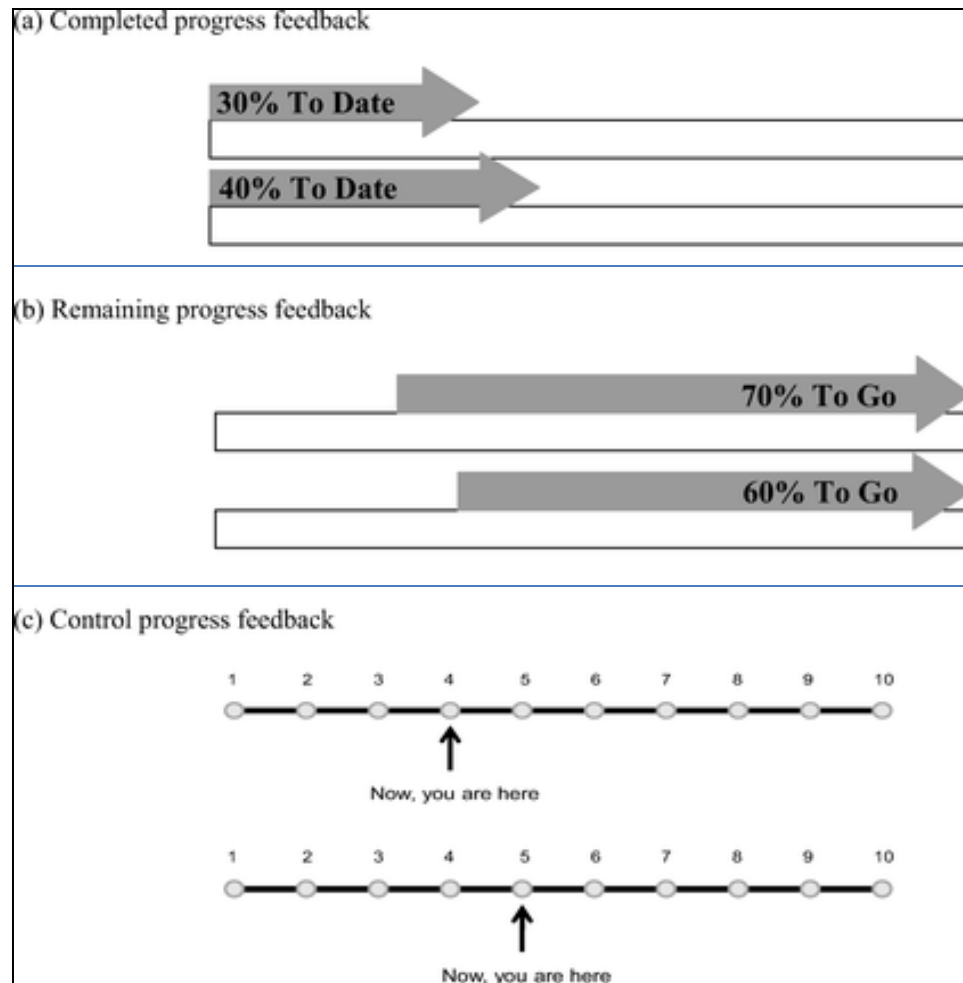
Advancing as a music critic

Task Enjoyment
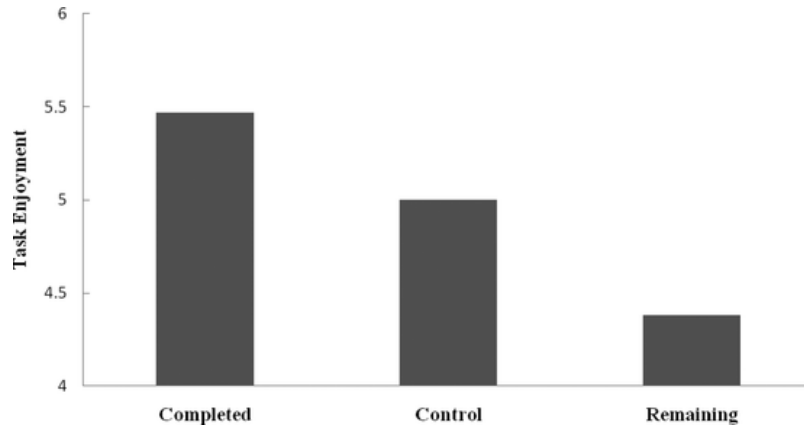
Choice of Next Task (Level of Aspiration)

Koo & Fishbach, 2010, *JPSP* 14
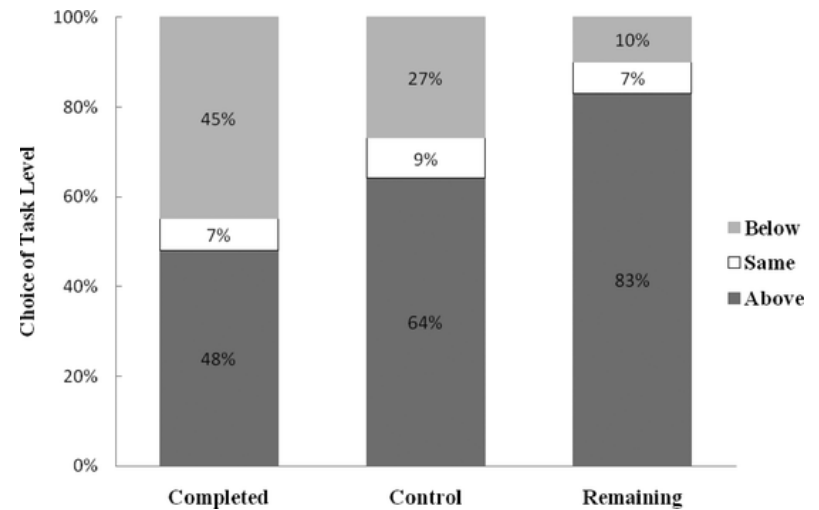
When do actions express commitment versus make progress?

Proposition

- a. Uncommitted individuals evaluate their commitment, whereas committed individuals evaluate their progress.

- b. Novices evaluate their commitment, whereas experts evaluate their progress.

  - Therefore, feedback on completed actions increases motivation for uncommitted individuals and novices. Feedback on missing actions increases motivation for committed individuals and experts.

50% to-go

50% to-date

16

Shared goals

- Individuals do not always work efficiently or effectively in collective settings.

- Motivational deficits when a goal is shared with others (e.g., charity):
  - Social Loafing (Ringelmann, 1913)
  - Free riding (Kerr & Bruun, 1983)

- Sources of motivation to contribute to a shared goal:
  - Express commitment: Group members follow others' actions
  - Make progress: Group members balance for others' lack of actions

Propositions

- a. Uncommitted individuals evaluate the group's commitment, whereas committed individuals evaluate the group's progress.

- b. Individuals identifying lowly with other group members evaluate the group's goal commitment, whereas individuals identifying highly with other members evaluate the group's progress.

Feedback on charitable fundraising

•"The goal of Compassion Korea's campaign is to raise 10 million won (about U.S.$10,000) to help AIDS orphans in Africa"

Design:

- Commitment: hot list (regular donors) vs. cold list (potential donors)

- Feedback on accumulated actions (positive): We have successfully raised about half of the money through various channels

현재 모인 금액   4,690,000원
총목표   10,000,000원
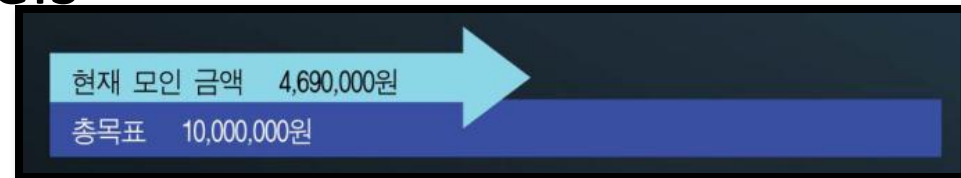
- Feedback on uncompleted actions (negative): We are missing about half of the money

남은 금액   5,310,000원
총목표   10,000,000원
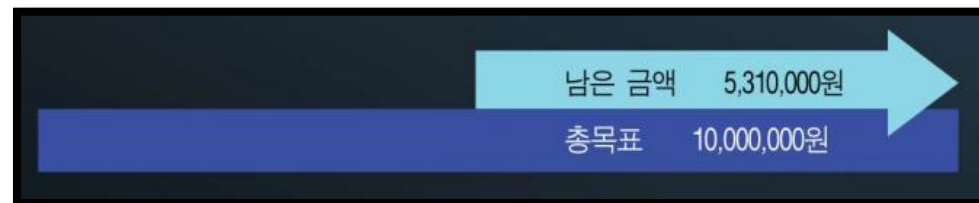
Charitable fundraising
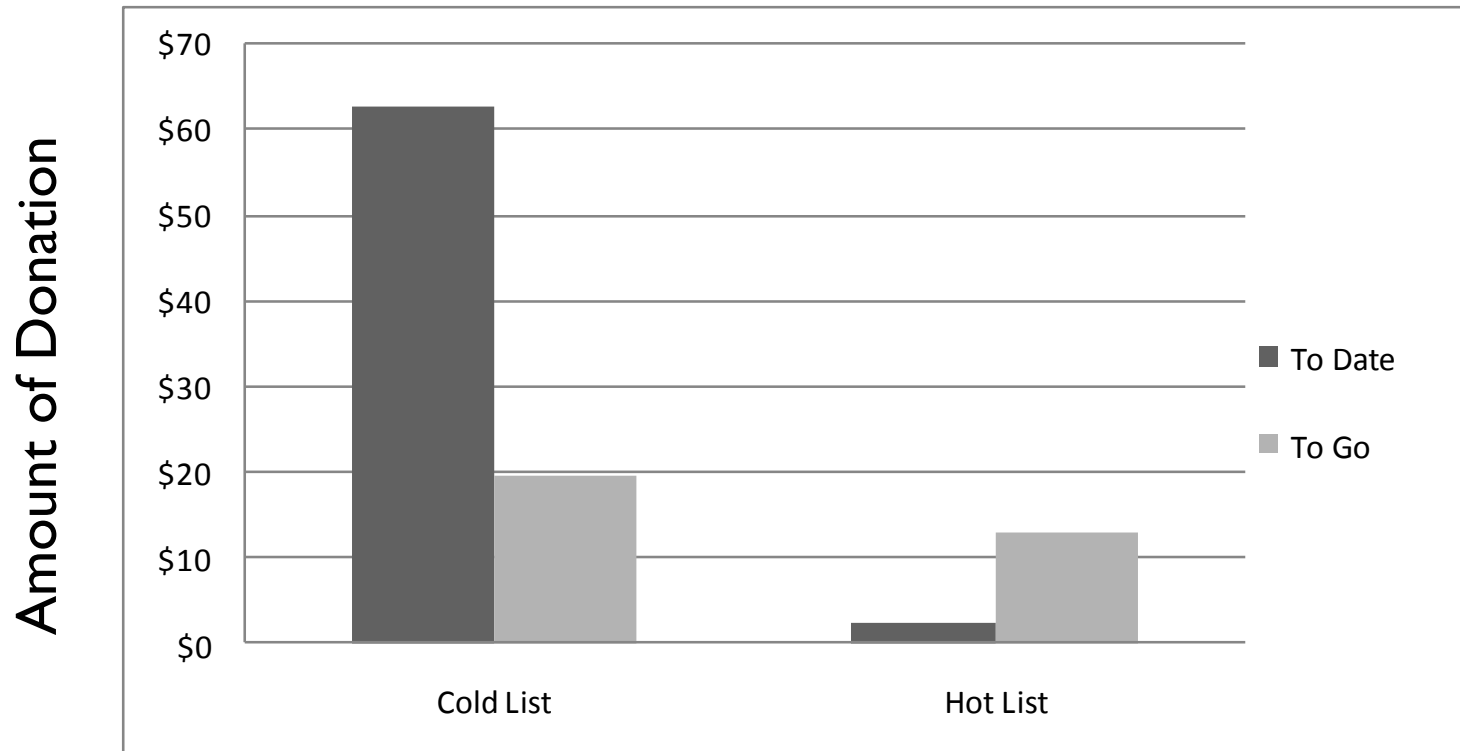
Group identification

- Group identification (Tajfel & Turner, 1986) depends on whether group members:
  - share similar characteristics (Leach et al., 1998)
  - categorize others as part of their extended self (Cialdini et al., 1976; Dovidio et al., 1991)

Low Identification

I

Group

"They"
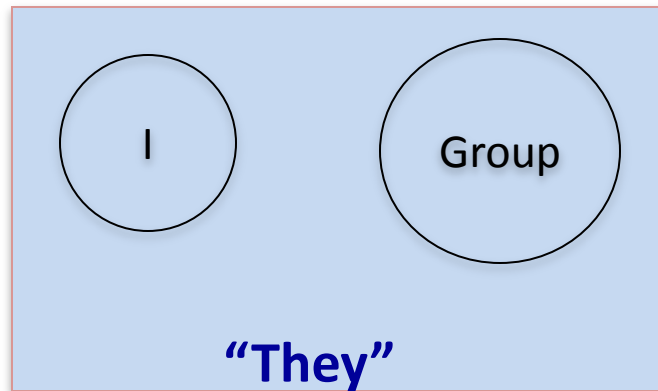
High Identification

I

Group

"We"
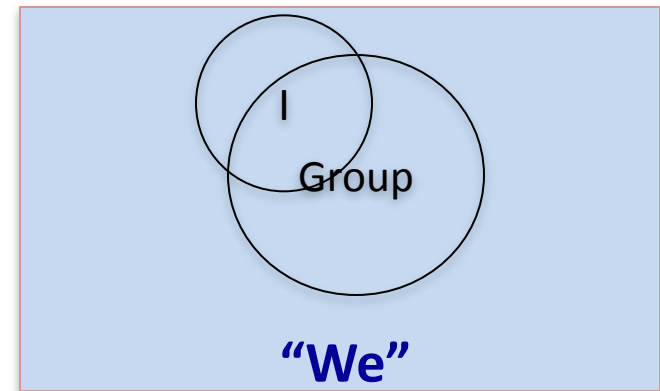
- **Feedback on what others have done versus left to be done:**
  - Others' existing contributions increase low group identifiers' commitment.
  - Others' missing contributions increase high group identifier' sense of lack of progress.

Identification with members of a focus group

- **Nominal group paradigm:** Participants generate promotion ideas for Special K bar and assume their input will be collapsed with other group members.

- **Identification**: Work with group members from the same vs. another university.

- **Feedback**: Other group members contributed 24 of 50 ideas or there are 26 of 50 missing ideas.

Fishbach et al., 2011, *JEP:G* 24
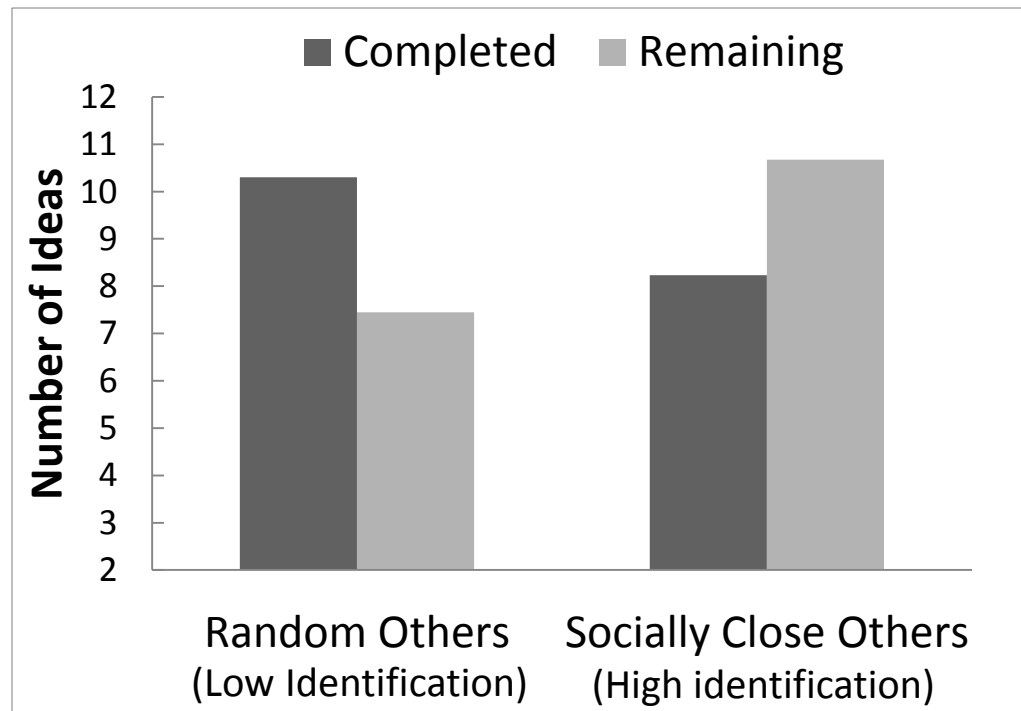
Identification with the helpers

- **Shared goal**: increasing public awareness of the situation in Haiti after the 2010 earthquake by sending personal messages to friends.

- Measured identification with group members (Ellemers et al. 1997: identify with the group, similar to the group, good fit, glad to be part of the group)

- Manipulated feedback on accumulated vs. remaining contributions by others and measure the number of messages participants sent

Fishbach et al., 2011, *JEP:G*   25

Identification with the victims: Kenya Riots
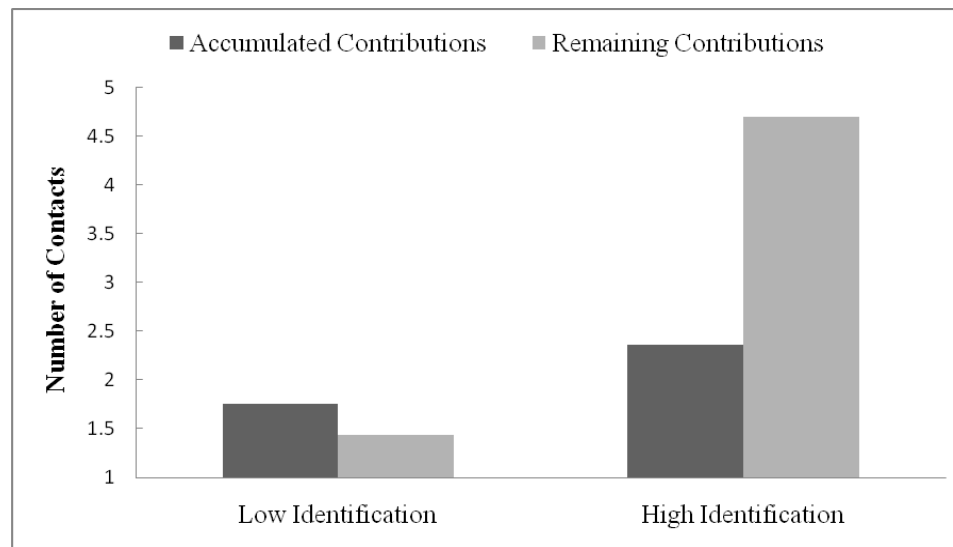
- Kenya riots (Dec 2007): Kenya's incumbent president was declared the winner of the presidential election, resulting in mass riots throughout the country to protest his suspected election fraud. The violence did not subside until late February 2008, creating a political, economic, and humanitarian crisis across the country.

- Identification manipulation: "**their crisis**" vs. "**our crisis**"
(e.g., "*Compassion children in Kenya* [our Compassion children] are suffering from the violence post election riot…. there have been increasing violence *in Africa* [our world], which have put many of *their* [our] *Compassion children's* health and well-being at risk…)

- Feedback: **accumulated** vs. **remaining** actions

Kenya Riots

- Charity contribution as a function of identification with victims and feedback on accumulated vs. remaining contributions
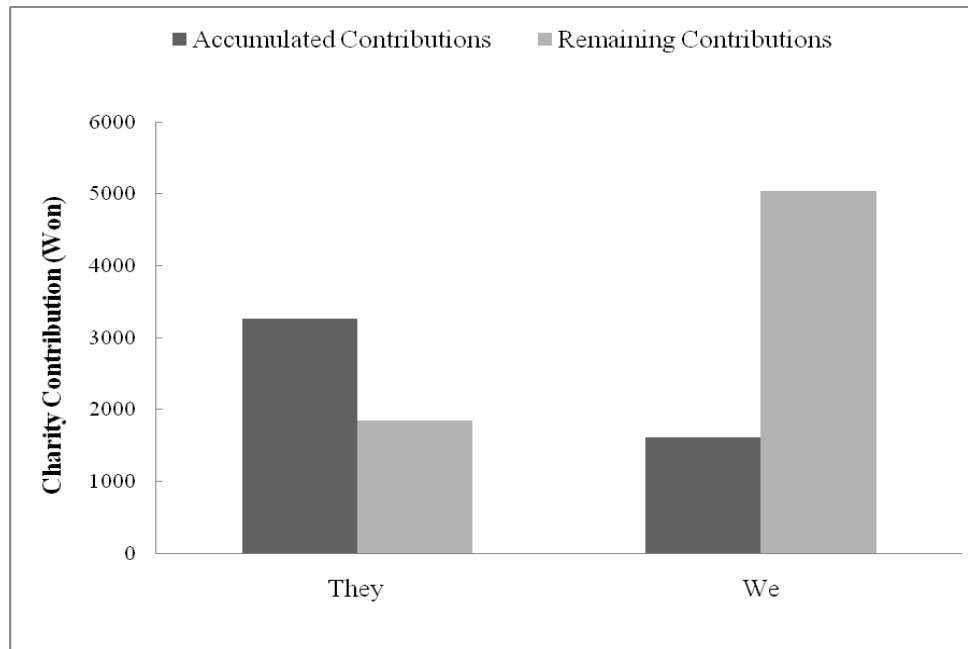
Change:
When actions express support versus make an impact

Underlying motives in contribution to shared goals

- 1. **Change**
  - The motivation to make an impact is associated with progress. Change requires significant investment of resources
  - High contributions from fewer group members
- 2. **Express support**
  - This motivation is associated with commitment. Expressing support requires symbolic investment of resources.
  - Low contributions from many group members

Implication for charitable giving:
Make an impact vs. express your support

- Predictions:
  - **Response rate**: more people would participate in an "express support" (vs. "make difference") campaign.
  - **Average donation**: among participants in a campaign, the average contribution would be larger in a "make difference" (vs. "express support") campaign.

  - When asking for low effort, messages on expressing support are more effective .
  - When asking for high effort, messages on making a difference are more effective.

Charity campaign: write a message

- Participants were invited on the university website to write a message to raise funds for starving babies. The University donates 10 cents per letter.

- Persuasion message: "Make a difference" vs. "Express your support" vs. Control ("help").

"Make a difference" vs. "Express your support"

- ## Number of words (effort)

Make a Difference	253.9
Help (Control)	179.46
Express your Support	146.39

(Bar chart, y-axis 0–300: Make a Difference = 253.9, Help (Control) = 179.46, Express your Support = 146.39)

- ## Participation ratio

Make a Difference	60.90%
Help (Control)	50.70%
Express your Support	81.90%

(Bar chart, y-axis 0%–90%: Make a Difference = 60.90%, Help (Control) = 50.70%, Express your Support = 81.90%)
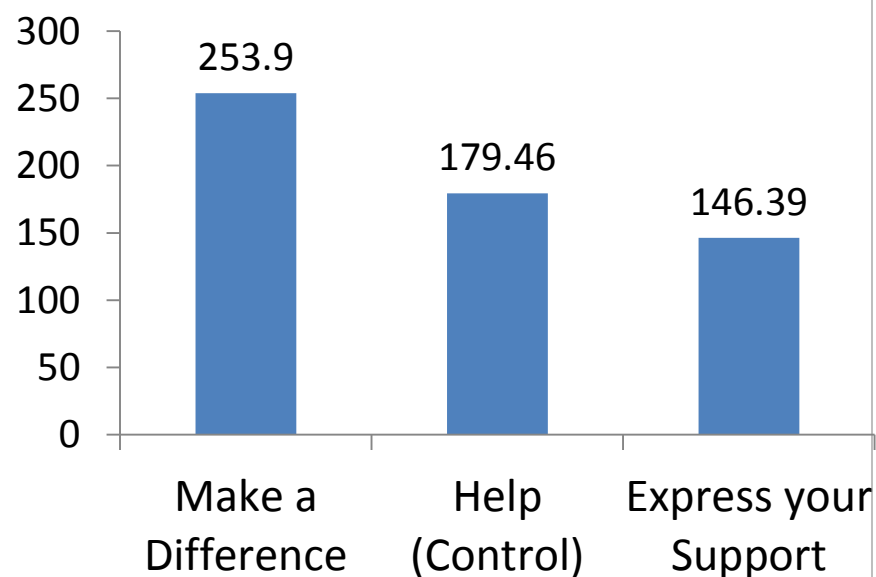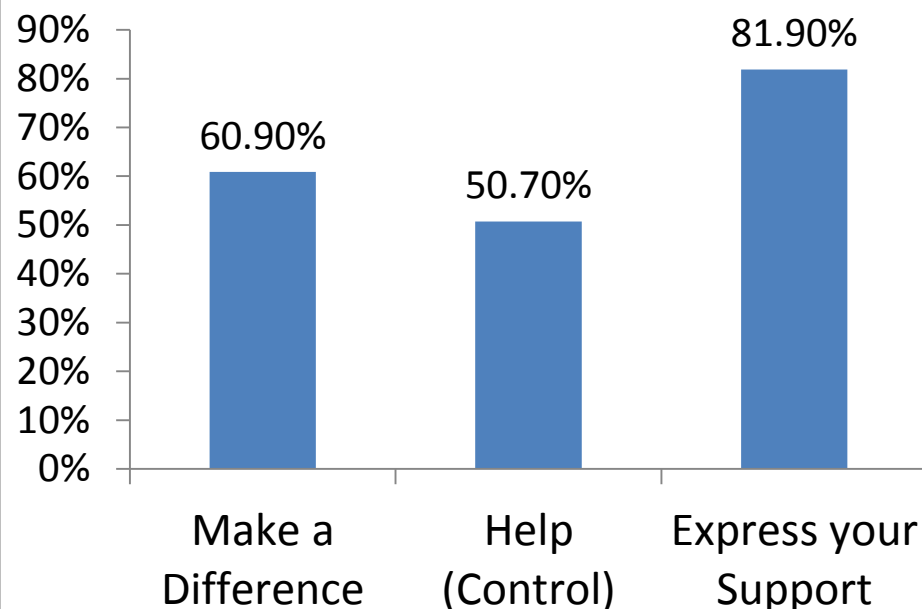
* Replicated with raising funds for lunch boxes for children in need

Inferring contributors' motivation

- Information on high participation ratio signals that contributors wished to express support.

- Information on large average donation signals that contributors wished to make a difference (change).

- Participants read a scenario based on Study 2, and learn that many vs. few people gave small vs. large amounts to the campaign.

- Measuring inferences of support (donors wanted to support, express the importance) and change (donors wanted to make a difference, meaningful impact).

Inferring contributors' motivation

- A main effect for participation on expressing support and a main effect for donation size on making a difference
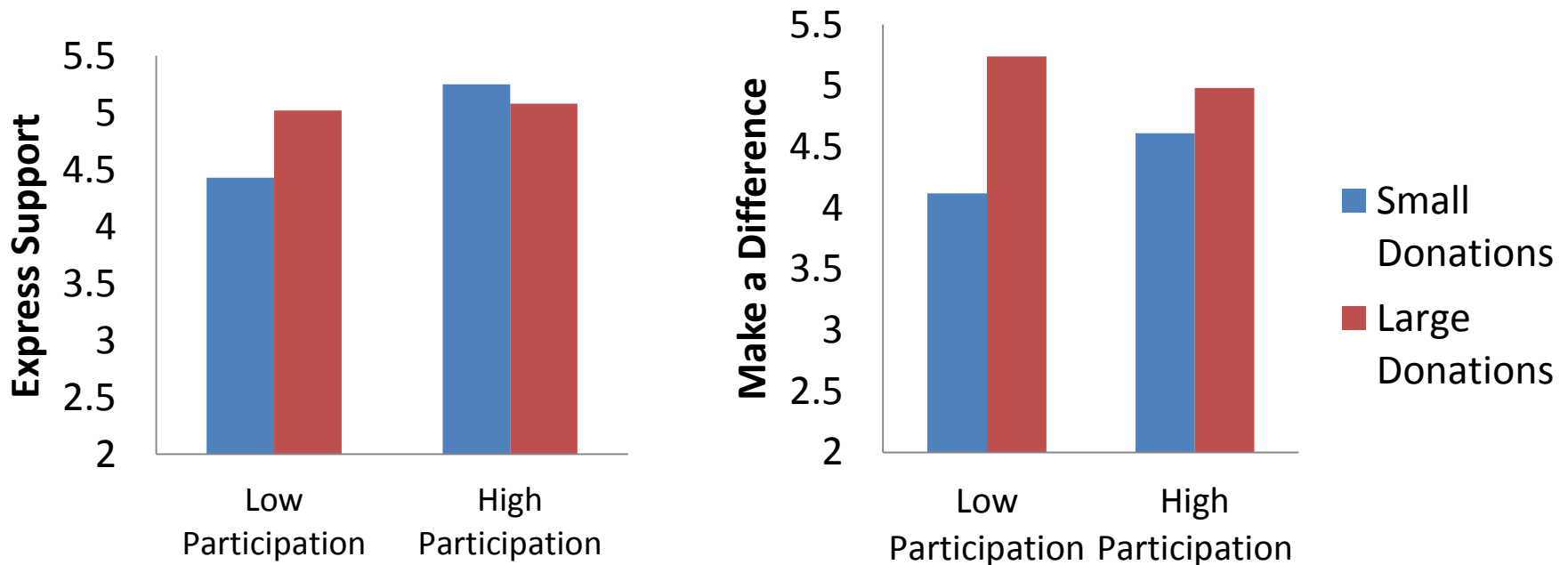
The match between the message and the required contribution

- We predict that "Express support" increases motivation to pursue low effort actions whereas "make a difference" increases motivation to pursue high effort actions.

- Participants wrote a petition letter to 7 recipients (high effort) vs. 1 recipient (low effort), to reduce unemployment in South Korea. They respond to a solicitation letter emphasizing "express your support", "make a difference", and control condition ("help").

- On average, it took 15-20 minutes to write 7 letters and 2 minutes to write one letter.

The match between the message and the required contribution

- "Express support" is effective for low effort
- "Make a difference" is effective for high effort

Koo & Fishbach, In progress
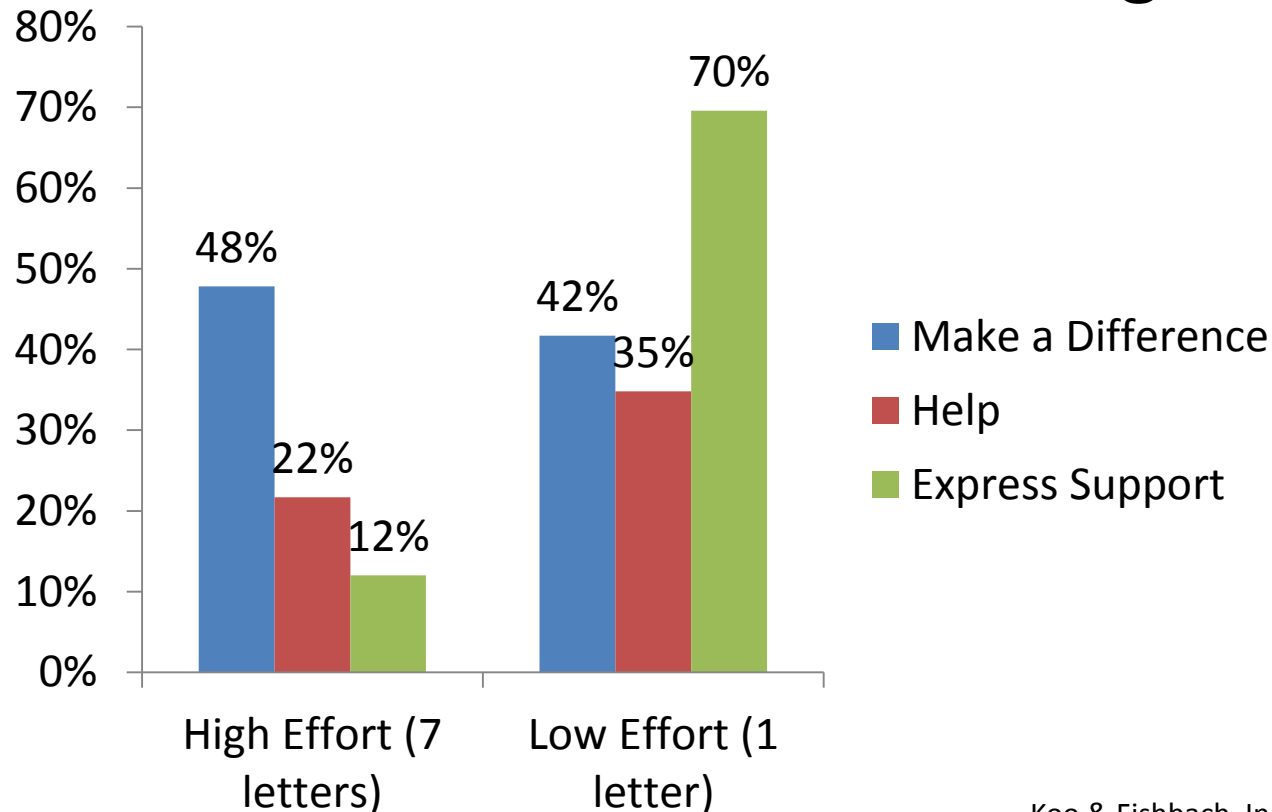
Three modalities of feedback

- Responding
- Seeking
- Giving

Propositions

- a. Commitment, experience, and expertise increase negative (and decreases positive) feedback seeking.

- b. People give more negative (and less positive) feedback to committed, experienced, and expert recipients.

Expertise

- Novices wish to evaluate their commitment whereas experts wish to monitor their progress.

- **As people gain expertise they seek less positive feedback and more negative feedback**

  – **Feedback seeking:** experts seek negative feedback

  – **Feedback giving:** we give more negative feedback to experts

  – **Responding to feedback:** negative feedback motivates experts

Summary

Goal Progress	Goal Commitment
Attend a goal more after **negative** feedback	Attend a goal more after **positive** feedback

- Positive feedback on accomplishments, strengths and correct responses motivates goal pursuit when it signals an increase in goal commitment.

- Negative feedback on missing actions, weaknesses and incorrect responses motivates goal pursuit when it signals insufficient goal progress.

- Thank you!
- And thanks to my coauthors: Minjung Koo and and Marlone Henderson