

Motivation and Action

Heckhausen and Heckhausen give an extensive and in-depth overview of the diverse lines of research in motivational psychology, in terms of its historical foundations, up-to-date conceptual developments, and empirical research. The major classes of motivated behavior, such as achievement, affiliation, and power, are addressed, and the critical processes involved in motivation and volition are discussed in detail. Different conceptual and empirical lines of research, such as implicit/explicit motivation, intrinsic/extrinsic motivation/volition, causal attribution, childhood and lifespan development, education, personality, and psychopathology, are integrated and analyzed as to the common issues and phenomena they address, thus providing a most useful guideline for understanding debates in current motivational, educational, personality, and social psychology.

Jutta Heckhausen studied psychology at Ruhr University of Bochum in Germany. She wrote her Ph.D. dissertation on mother–infant dyads in joint object-centered action at the University of Strathclyde, Glasgow, in 1985, and her postdoctoral dissertation (Habilitation) on developmental regulation in adulthood at the Free University of Berlin in 1996. She was a postdoctoral Fellow, and then a research scientist, followed by senior scientist and head of the research group “Developmental Regulation and Lifespan Development” at the Max Planck Institute for Human Development, Berlin. Since 2000, Dr. Heckhausen has been a professor in the Department of Psychology and Social Behavior at the University of California, Irvine. In 1999, Dr. Heckhausen and her long-time contributor Richard Schulz (University of Pittsburgh) were awarded the Max Planck Research Award for International Cooperation. Her main research interests include motivation and development across the lifespan, goal engagement and disengagement, developmental regulation during major life-course transitions and health problems, and cultural universals and differences in striving for control.

Heinz Heckhausen studied psychology at the University of Münster, Germany, and wrote his doctoral dissertation on task motivation and achievement in 1954, followed by his postdoctoral dissertation (Habilitation) on achievement motivation, hope for success, and fear of failure in 1962. He was a research scientist at the University of Münster until 1962 and then became professor of psychology at the Ruhr University, Bochum, where he founded the Department of Psychology. From 1983 until his death in 1988 he was director at the Max Planck Institute for Psychological Research in Munich. Dr. Heckhausen was a Fellow at the Netherlands Institute for Advanced Study in Wassenaar in 1971–1972, and from 1980 to 1982 he was president of the German Psychological Society (DGPs). In 1981, Dr. Heckhausen was awarded an honorary doctorate by the University of Oslo, and in 1988 he received the Order of Merit of the Federal Republic of Germany. Dr. Heckhausen's research interests included achievement motivation, motivation and volition in the course of action, development of motivation, measurement of motives, and causal attribution of action outcomes.

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For Christa Heckhausen

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Preface to the Second English Edition

This is the new edition of *Motivation and Action*. The first English edition, based on the second German edition and published by Springer-Verlag in 1991, was written by Heinz Heckhausen, who died on October 30, 1988. The Springer-Verlag and I agreed that a revised edition of this influential textbook on motivational psychology was needed, and Cambridge University Press was ready to publish the international edition of the new book. The edition written by Heinz Heckhausen was already over 15 years old, and it was clear that considerable revisions would be required. Enormous progress has since been made in motivation psychology and its subdomains. There have been major conceptual and empirical innovations, informed and inspired in part by the research perspectives highlighted by Heinz Heckhausen (especially in Chapter 6, “Achievement Motivation,” and Chapter 15, “Motivation and Development”), as well as by the study of implicit versus explicit motives, and by the lifespan theory of control. It would be a Herculean task to provide a comprehensive overview of all these developments and to survey the field of motivation psychology in its full range and complexity. No single scientist could now hope to follow in Heinz Heckhausen’s footsteps and accomplish this task alone. A collaborative approach was clearly called for, and a look at the ranks of Heinz Heckhausen’s students and their students shows that almost every subdomain of motivation psychology is represented by one or several renowned researchers. This new edition of *Motivation and Action* was only possible with the support of these scholars as authors. This book thus represents the intellectual legacy of Heinz Heckhausen in two respects. First, it shows how Heckhausen’s approach to motivation psychology has been further developed and refined and that, although much has been retained, there have also been some important changes. Second, the book’s chapters have been written by Heinz Heckhausen’s intellectual heirs: members of his research groups in Bochum and Munich, their students, and by myself, his daughter.

This new edition pursues the same goals as the earlier edition. It seeks to disentangle convoluted perspectives within the psychology of motivation. It seeks to integrate separate research strands by pointing to common issues and offering a unifying conceptual framework. It seeks to introduce and

critically discuss new research findings that have proved particularly fruitful. As in the previous editions, the motivational categories examined are limited to classes of behavior that are characteristic of humans, but also address not biologically determined needs such as hunger and thirst in Chapter 10. The individual chapters build on one another, but each can be read and understood independently.

There are four main parts to the book. The first five chapters provide a broad introduction to the field of motivation psychology, mapping out different perspectives and research traditions. The first chapter gives a brief overview of the main issues addressed and previews the book’s contents. The second chapter on the historical development of motivation research remains unchanged from the second edition. Chapters 3 and 4 present two contrasting and one-sided perspectives, focusing exclusively on person factors versus situation factors. In Chapter 5, these perspectives are integrated through the introduction of models that take into account the expectancies and values of different persons in different situations. Chapters 3, 4, and 5 have been thoroughly revised and updated.

The second group of chapters, Chapters 6 to 8 on achievement, affiliation, and power motivation, examine the major themes of human motivation. The chapters on anxiety, altruism, and aggression in the second edition have been dropped to make room for new chapters and because, from today’s perspective, these topics are more relevant to the allied disciplines of social psychology and clinical psychology.

The third group of chapters, Chapters 9 and 10, are completely new and address important foundations of motivated behavior that have more recently become salient topics of motivational research: the distinction between implicit and explicit motives (Chapter 9) and the biological structures and processes involved in motivation (Chapter 10). Thus, the first three groups of chapters provide the conceptual basis for exploring motivated and goal-oriented behavior.

The fourth group of chapters, Chapters 11 to 14, consider the major components of action and its regulation. Chapters 11 to 14 are completely new; Chapter 14 draws on the two attribution chapters in the second edition, but has been entirely rewritten. The topics and research programs covered

in Chapters 9 to 14 reflect the recent surge in research activity in international motivation psychology. Issues from current research provide topics of discussion for seminars and promising ideas for researchers and doctoral students are identified.

Finally, Chapter 15 unites the different approaches and strands of research by exploring the relationship of motivation and development from two perspectives: the development of motivation and the motivation of development. This chapter is completely new, though some of it was inspired by parts of the chapter on development in the first edition (the second edition did not include a chapter on the development of motivation).

In terms of authorship, Heinz Heckhausen is cited as coauthor of all chapters that contain parts of his original chapters but have been revised and expanded. This seemed the best way of reflecting Heinz Heckhausen's authorship without suggesting that he authorized the changes and additions himself.

The chapter authors and I have done our best to ensure the reader friendliness that is now expected of academic texts, and textbooks in particular. I think we have succeeded in making the highly complex domain of motivation psychology accessible to students and novices, while ensuring that the text remains informative and stimulating for experts and researchers in the field. These efforts have been facilitated by special formatting elements: boxes, summaries, definitions, and review questions give the reader practical tools for navigating the text.

I am greatly indebted to Susannah Goss, who masterfully translated the German edition into English. Thanks also go to Miriam Geißler at Springer Publishing Company, who edited the German edition and compiled the comprehensive reference list. Finally, I am most thankful to the chapter authors for their readiness to participate in this project and for the outstanding chapters they have produced.

Jutta Heckhausen
Irvine, January 2007

Contributors

Heinz Heckhausen (1926–1988) studied psychology at the University of Münster, Germany. He completed his doctoral dissertation on task motivation and achievement in 1954, and his postdoctoral dissertation on achievement motivation, hope for success, and fear of failure in 1962. He was a research scientist at the University of Münster from 1953 to 1962; professor of psychology at Ruhr University, Bochum, Germany; founder of the Psychological Institute (1964–1982); director of the Max Planck Institute for Psychological Research, Munich, from 1983 to 1988; Fellow at the Netherlands Institute for Advanced Study, Wassenaar, in 1971–1972; president of the German Psychological Society from 1980 to 1982; awarded an honorary doctorate by the University of Oslo, Norway, in 1981; member of the Wissenschaftsrat (German science board; chair 1985–1987); member of the Bavarian Academy of Sciences in 1988; and awarded the Order of Merit of the Federal Republic of Germany in 1988. Dr. Heckhausen's research interests included achievement motivation, motivation and volition in the course of action, development of motivation, measurement of motives, and causal attribution of action outcomes.

Jutta Heckhausen studied psychology at Ruhr University, Bochum, Germany. She wrote her doctoral dissertation on mother–infant dyads in joint object-centered action at the University of Strathclyde, Glasgow, Scotland, in 1985, and her postdoctoral dissertation on developmental regulation in adulthood at the Free University of Berlin in 1996. She was a postdoctoral fellow from 1984 to 1986; research scientist from 1987 to 1996; Fellow at the Center for Advanced Study in the Behavioral Sciences, Stanford, California, in 1995–1996; and senior scientist and head of a research group at the Max Planck Institute for Human Development, Berlin, from 1996 to 2000. She was awarded the Max Planck Research Award for International Cooperation in 1999. Since 2000, she has been a professor at the Department of Psychology and Social Behavior at the University of California, Irvine. Dr. Heckhausen's main research interests are motivation and development across the lifespan, goal engagement and disengagement, developmental regulation during major life course transitions and health problems, and cultural universals and differences in striving for control.

Anja Achtziger studied social education with a focus on the education of learning disabled students, at the University of Applied Sciences, Darmstadt, Germany, and psychology with a focus on clinical psychology and social psychology at the Technical University of Darmstadt. She was a research associate in the Decision Research and Social Psychology Center at the Technical University of Darmstadt. She wrote her doctoral dissertation on cognitive aspects of voluntary stereotype control in the Social Psychology and Motivation Center at the University of Konstanz, Germany. Dr. Achtziger's main research interests are psychology of motivation and action, social cognition, decision research, and social cognitive neuroscience, particularly self-regulation.

Jürgen Beckmann was a research scientist in the German Research Foundation's Collaborative Research Center on Decision Research at the University of Mannheim, Germany, from 1980 to 1983. In 1984, he received the Junior Scientist Award of the German Psychology Society. He was a research scientist at the Max Planck Institute for Psychological Research, Munich, from 1984 to 1990 and head of the Intention and Action research group; worked under a stipend at the Max Planck Institute for Psychological Research, Munich, from 1991 to 1996; was visiting scholar at Florida Atlantic University, Boca Raton, in 1993; and was professor of sport psychology at the Institute for Sport Science, University of Potsdam, Germany, from 1997 to 2006. Since 2006, he has been a professor of sport psychology at the Faculty of Sport Science, Technical University of Munich.

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Peter M. Gollwitzer studied psychology at the University of Regensburg and the Ruhr University, Bochum, Germany; received his PhD from the University of Texas at Austin; and wrote his postdoctoral dissertation at the Ludwig Maximilians University of Munich. He was head of the Intention and Action Research Group at the Max Planck Institute for Psychological Research, Munich, from 1989 to 1992. Since 1993, he has been a professor of social psychology and motivation at the University of Konstanz, Germany, and, since 1999, he has taught at both New York University and the University of Konstanz. He is the holder of various research awards (Max Planck Research Award, TRANSCOOP award for transatlantic cooperation in research) and has presented state-of-the-art lectures on goal striving at the conventions of the American Psychological Association, American Psychological Society, International Congress of Psychology, and International Congress of Applied Psychology. Dr. Gollwitzer is a Fellow of the American Psychological Association and Charter Fellow of the American Psychological Society.

Julius Kuhl has been professor of differential psychology and personality research at the University of Osnabrück, Germany, since 1986. He was senior research scientist at the Max Planck Institute for Psychology, Munich, and research scientist at the University of Bochum, Germany. From 1983 to 1984, he was a Fellow at the Center for Advanced Study in the Behavioral Sciences, Stanford, California. Professor Kuhl has overseen the development of innovative instruments and methods to assess and train mental abilities and self-regulatory skills; served as coeditor of the *Enzyklopädie der Psychologie* (Hogrefe); and, in 2001, published a unifying theory of personality (PSI theory) that integrates theoretical and empirical research from the fields of motivation psychology, cognitive psychology, and neuropsychology. Further information can be accessed at www.diffpsycho.uos.de.

Falko Rheinberg studied psychology at the University of Innsbruck, Austria and the University of Bochum, Germany, from 1967 to 1973. He was a member of Heinz Heckhausen's research group at the University of Bochum from 1973 to 1983, where he wrote his doctoral dissertation on social and individual reference norms in 1977. He then developed and tested methods to enhance motivation in the classroom (in association with Professor Dr. H. Heckhausen and Dr. S. Krug, with funding from the German Research Foundation). This motivation program has been developed continuously and is now also applied to parents (with Dr. S. Fries and Dr. B. Lund). He performed detailed analyses of the structure of learning motivation, and his findings were presented in a postdoctoral dissertation on purpose and activity in 1983. He was professor

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Heinz-Dieter Schmalt studied psychology at the University of Münster, University of Hamburg, and Ruhr University of Bochum, all in Germany. He first graduated in 1969 and wrote his doctoral dissertation in 1974 and his postdoctoral dissertation in 1978 at the Ruhr University of Bochum. Since 1981, he has been professor of general psychology II (motivation, emotion, and learning) at the University of Wuppertal, Germany. His research interests are power motivation, achievement motivation, intrinsic motivation, approach and avoidance, selection and implementation motivation, and measurement of motivation. Dr. Schmalt's book publications include *Motivation* (Kohlhammer, 2000; with Klaus Schneider) and *Achievement Motivation in Perspective* (1985; with Klaus Schneider and Heinz Heckhausen).

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Michelle M. Wirth received her Ph.D. in psychobiology at Swarthmore College in 1999 and her Ph.D. in psychology in 2006 at the University of Michigan, Ann Arbor. Thereafter she was postdoctoral Fellow at the University of Wisconsin, Madison. Michelle Wirth is currently Assistant Professor at the Department of Psychology, University of Notre Dame. Her research interests are emotion and motivation, specifically, brain and endocrine involvement in dominance, affiliation, and attachment. Her recent research addresses the relationship between testosterone and response to signals of social threat (anger faces); progesterone as a putative "tend-and-befriend" (stress-responsive, affiliation-encouraging) hormone; and how the personality trait power motivation affects brain activation and stress hormone responses to social signals (emotional facial expressions) and situations (losing a contest).