

Study 1

Think of a recent time when you helped someone (for instance, helping a friend with homework, lending your car to a friend, or sharing something with others). Write 3-5 sentences describing what you did to help somebody.

Why did you help that person? Use this scale:

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

1. Because I had to. Circumstances necessitated it.
2. Because I should. I'd feel guilty if I didn't.
3. Because I wanted to. I fully agree with the value of helping.
4. Because I enjoyed it. I am interested and engaged in helping.

How did you feel while helping them? "While helping I felt..." (Select a number representing your feelings between the two extremes given)

9. Connected	1	2	3	4	5	Lonely
10. Appreciated	1	2	3	4	5	Isolated
11. Incompetent	1	2	3	4	5	Masterful
12. Successful	1	2	3	4	5	Failing
13. Pressured	1	2	3	4	5	Free
14. Autonomous	1	2	3	4	5	Controlled

Again, how did you feel while you were helping? Use this scale:

1 2 3 4 5
Not at all Somewhat Very Much

- | | | | |
|-------------|------------------|-----------------|------------|
| 1. Happy | 2. Sad | 3. Joyful | 4. Worried |
| 5. Grateful | 6. Enjoyment/fun | 7. Appreciative | 8. Unhappy |

How do you think the other person felt, while you were helping them? Use this scale:

- | | | | | |
|-------------|------------------|-----------------|------------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | | Somewhat | | Very Much |
| 1. Happy | 2. Sad | 3. Joyful | 4. Worried | |
| 5. Grateful | 6. Enjoyment/fun | 7. Appreciative | 8. Unhappy | |

To what extent do you think that person, who you helped, would have been willing to help YOU in the future, with some problem of your own? Use this scale:

- | | | | | |
|------------|---|----------|---|-----------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | | Somewhat | | Very Much |

HAS TO HAVE AN ITEM #

Next, please think of a recent time when you did something to improve your own mood and happiness (for instance, something fun, like listening to a favorite song, going for a run, or treating yourself to a lunch out). Write 3-5 sentences describing what you did to boost your own happiness.

Why did you try to improve your mood and happiness? Use this scale:

- | | | | | |
|-------------------|---|---------|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | | Neutral | | Strongly Agree |

1. Because I had to. Circumstances necessitated it.
2. Because I should. I'd feel guilty if I didn't.
3. Because I wanted to. I fully agreed with the value of this activity.
4. Because I enjoyed it. I was interested and engaged in this activity.

How did you feel while doing it? "During this activity I felt..." (Select a number representing your feelings between the two extremes given)

- | | | | | | | |
|--------------|---|---|---|---|---|--------|
| 9. Connected | 1 | 2 | 3 | 4 | 5 | Lonely |
|--------------|---|---|---|---|---|--------|

10. Appreciated	1	2	3	4	5	Isolated
11. Incompetent	1	2	3	4	5	Masterful
12. Successful	1	2	3	4	5	Failing
13. Pressured	1	2	3	4	5	Free
14. Autonomous	1	2	3	4	5	Controlled

Below are a number of words that describe different feelings and emotions. Please read each item and then bubble a number to indicate to what extent you feel this way while doing the activity. Use this scale:

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree
1. Happy	2. Sad	3. Joyful	4. Worried	
5. Grateful	6. Enjoyment/fun	7. Appreciative	8. Unhappy	

Did you do this happiness boosting activity with another person(s) or by yourself?

NEED ITEM #

- 1 – By myself
- 2 – With another person
- 3 – With a group of people

Think of a recent time when you did something to improve someone ELSE’S mood and happiness (for instance, something fun, like PLAYING THEM their favorite song, going for a run with them, or taking them out for lunch). Write 3-5 sentences describing what you did.

Past research suggests that people may be motivated to do something for many different reasons. In this task, rate the following reasons for why you did what you did to improve someone else’s mood and happiness. Of course, people can have more than one reason for doing something, so you might give more than one high rating. Use this scale:

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree

1. Because I had to. Circumstances necessitated it.
2. Because I should. I'd feel guilty if I didn't.
3. Because I wanted to. I fully agree with the value of this activity.
4. Because I enjoyed it. I am interested and engaged in this activity.

How did you feel while doing it? "During this activity I felt..." (Select a number representing your feelings between the two extremes given)

9. Connected	1	2	3	4	5	Lonely
10. Appreciated	1	2	3	4	5	Isolated
11. Incompetent	1	2	3	4	5	Masterful
12. Successful	1	2	3	4	5	Failing
13. Pressured	1	2	3	4	5	Free
14. Autonomous	1	2	3	4	5	Controlled

Below are a number of words that describe different feelings and emotions. Please read each item and then bubble a number to indicate to what extent you feel this way while doing the activity. Use this scale:

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree
1. Happy	2. Sad	3. Joyful	4. Worried	
5. Grateful	6. Enjoyment/fun	7. Appreciative	8. Unhappy	

Below are a number of words that describe different feelings and emotions. Please read each item and then bubble a number to indicate to what extent you think the person you made happier felt while you were helping them. Use this scale:

1	2	3	4	5
Strongly Disagree		Neutral		Strongly Agree
1. Happy	2. Sad	3. Joyful	4. Worried	
5. Grateful	6. Enjoyment/fun	7. Appreciative	8. Unhappy	

To what extent do you think that the person you made happier is willing to help you? Use this scale:

1	2	3	4	5
Not at all		Somewhat		Very Much

Study 2 – T1

Spring 17 T3

ConsentInf Hi, welcome to the THIRD part of the 5 Part "Academic Motivation" study! Remember, in class on February 2 you said you would try to change your academic motivation -- either to have more, or less, of a particular kind of motivation. You also wrote down 3 concrete goals related to this over-arching goal. This was Part 1 of the study, worth 2 extra credit points. A couple of weeks ago you had the chance to do Part 2, a short on-line follow-up questionnaire, for 1 extra credit point. Today's questionnaire, Part 3, is longer and is worth 2 points of extra credit. If you want to participate, please just follow the instructions below!

Q75 What is your Student Number? i.e., 1141997

Q26 What is your Pawprint? i.e., jxx7y4

Q14 Below are a number of words that describe different feelings and emotions. Please read each item and then indicate to what extent you feel this way right now in your life.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
happy (1)	<input type="radio"/>				
sad (2)	<input type="radio"/>				
joyful (3)	<input type="radio"/>				
worried (4)	<input type="radio"/>				
pleased (5)	<input type="radio"/>				
frustrated (6)	<input type="radio"/>				
cheerful (7)	<input type="radio"/>				
upset (8)	<input type="radio"/>				
enjoyment/fun (9)	<input type="radio"/>				

Q23 Below are five statements that describe different feelings and emotions. Please read each statement and then indicate to what extent you feel this way right now in your life.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
In most ways, my life is close to my ideal. (19)	<input type="radio"/>				
The conditions of my life are excellent (20)	<input type="radio"/>				
I am satisfied with my life. (21)	<input type="radio"/>				
If I could live my life over, I would change almost nothing. (22)	<input type="radio"/>				
Sp far I have gotten the important things I want in life. (23)	<input type="radio"/>				

Q51 Below are 12 statements about your classroom motivation. Please rate how much you CURRENTLY experience each type of motivation.

	Not at all (1)	A little (2)	Some (3)	Much (4)	Very Much (6)
My aim is to completely master the material presented in class. (25)	<input type="radio"/>				
I am striving to do well compared to other students. (26)	<input type="radio"/>				
My goal is to learn as much as possible. (27)	<input type="radio"/>				
My aim is to perform well relative to other students. (28)	<input type="radio"/>				
My aim is to avoid learning less than I possibly could. (29)	<input type="radio"/>				
My goal is to avoid performing poorly compared to others. (30)	<input type="radio"/>				
I am striving to understand the content of my classes as thoroughly as possible. (31)	<input type="radio"/>				
My goal is to perform better than the other students. (32)	<input type="radio"/>				

<p>My goal is to avoid learning less than it is possible to learn. (33)</p>	<input type="radio"/>				
<p>I am striving to avoid performing worse than others. (34)</p>	<input type="radio"/>				
<p>I am striving to avoid an incomplete understanding of my class material. (35)</p>	<input type="radio"/>				
<p>My aim is to avoid doing worse than other students. (36)</p>	<input type="radio"/>				

Q19 During the last week. Please read each of the following statements carefully, thinking about how it relates to your life during the last week, and then indicate how true it is for you. During the last week,...

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
I felt a sense of contact with people who care for me, and whom I care for. (1)	<input type="radio"/>				
I was lonely. (2)	<input type="radio"/>				
I felt close and connected with other people who are important to me. (3)	<input type="radio"/>				
I felt unappreciated by one or more important people. (4)	<input type="radio"/>				
I felt a strong sense of intimacy with the people I spent time with. (5)	<input type="radio"/>				
I had disagreements or conflicts with people I usually get along with. (6)	<input type="radio"/>				
I was successfully completing difficult tasks and projects. (7)	<input type="radio"/>				
I experienced some kind of failure, or was unable to do well at something. (8)	<input type="radio"/>				
I took on and mastered hard challenges. (9)	<input type="radio"/>				
I did something stupid, that made me feel incompetent. (10)	<input type="radio"/>				
I did well even at the hard things. (11)	<input type="radio"/>				
I struggled doing something I should be good at. (12)	<input type="radio"/>				
I was free to do things my own way. (13)	<input type="radio"/>				
I felt a lot of pressures I could do without. (14)	<input type="radio"/>				
My choices expressed my "true self." (15)	<input type="radio"/>				
There were people telling me what I had to do. (16)	<input type="radio"/>				
I was really doing what interests me. (17)	<input type="radio"/>				
I had to do things against my will. (18)	<input type="radio"/>				

Q60 REMEMBER: this study is about changing your academic motivation! In class on February 2, you set an overarching goal, to either increase, or decrease, a particular type of academic motivation. First, what was the overarching goal you set? Can you remember? Click 1 of the options below.

- Increase my Performance motivation, so that I am MORE concerned with grades and how I do, compared to other students (5)
- Decrease my Performance motivation, so that I am LESS concerned with grades and how I do, compared to other students (6)
- Increase my Mastery motivation, so I am MORE concerned with learning and improving, compared to my own past knowledge (7)
- Decrease my Mastery motivation, so I am LESS concerned with learning and improving, compared to my own past knowledge (8)

Q33 In class on Feb 2, you also read an explanation of WHY you should try to change your academic motivation. Which explanation did you read? Can you remember?

- You should change so you can go BACK to a way you used to be, back when you were a child. (1)
- You should change so you can advance BEYOND who you have been, ever since you were a child. (2)

Q41 How have things gone so far, with your overarching goal, "{\$e://Field/Change} my {\$e://Field/Motivation} motivation?" What has it been like to try to change your academic motivation in this way?

	Not at all (1)	A little (2)	Somewhat (3)	Much (4)	Very much (5)
I have thought about the overarching goal (1)	<input type="radio"/>				
I put effort into the goal (2)	<input type="radio"/>				
I made progress in the goal (3)	<input type="radio"/>				
I enjoyed working on the goal (4)	<input type="radio"/>				
My academic motivation has been different lately because of this goal (5)	<input type="radio"/>				
I am feeling better about myself and my academics because of this goal. (6)	<input type="radio"/>				
I feel happier because of how things have gone with this goal! (7)	<input type="radio"/>				

Q34 ALSO REMEMBER: In class, you were asked to pass "the existential challenge" by signing a pledge to really try to change your life, by pursuing this overarching goal. What was your choice? Did you sign the pledge?

- I DID sign the pledge (1)
- I DID NOT sign the pledge (2)
- I can't remember if I signed the pledge (3)

Q35 Below is your actual pledge status. Congratulations if you remembered it! \${e://Field/Pledge}

Q28 REMEMBER: Back in class on February 2, you also created three concrete goals, relevant to your broad goal. They are listed below. "\${e://Field/Goal1}" "\${e://Field/Goal2}" "\${e://Field/Goal3}"

Q32 How have things gone with the FIRST goal, "\${e://Field/Goal1}?" What has it been like to try to change your academic motivation in this way?

	Not at all (1)	A little (2)	Somewhat (3)	Much (4)	Very much (5)
I thought about the goal (1)	<input type="radio"/>				
I put effort into the goal (2)	<input type="radio"/>				
I made progress in the goal (3)	<input type="radio"/>				
I enjoyed working on the goal (4)	<input type="radio"/>				
My motivation was different this week because of this goal (5)	<input type="radio"/>				

Q49 Currently, how much does pursuing this goal feel like something you have to (or are pressured) to do, versus something you want to do?

	I HAVE to, mainly (14)	. (15)	Both (16)	. (17)	I WANT to, mainly (18)
Why do you do it? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45 How have things gone with the SECOND goal, " \${e://Field/Goal2}?" What has it been like to try to change your academic motivation in this way?

	Not at all (1)	A little (2)	Somewhat (3)	Much (4)	Very much (5)
I thought about the goal (1)	<input type="radio"/>				
I put effort into the goal (2)	<input type="radio"/>				
I made progress in the goal (3)	<input type="radio"/>				
I enjoyed working on the goal (4)	<input type="radio"/>				
My academic motivation was different this week because of this goal (5)	<input type="radio"/>				

Q50 Currently, how much does pursuing this goal feel like something you have to (or are pressured) to do, versus something you want to do?

	I HAVE to, mainly (14)	. (15)	Both (16)	. (17)	I WANT to, mainly (18)
Why do you do it? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q40 How have things gone with the THIRD goal, " \${e://Field/Goal3}?" What has it been like to try to change your academic motivation in this way?

	Not at all (1)	A little (2)	Somewhat (3)	Much (4)	Very much (5)
I thought about the goal (1)	<input type="radio"/>				
I put effort into the goal (2)	<input type="radio"/>				
I made progress in the goal (3)	<input type="radio"/>				
I enjoyed working on the goal (4)	<input type="radio"/>				
My motivation was different this week because of this goal (5)	<input type="radio"/>				

Q51 Currently, how much does pursuing this goal feel like something you have to (or are pressured) to do, versus something you want to do?

	I HAVE to, mainly (14)	. (15)	Both (16)	. (17)	I WANT to, mainly (18)
Why do you do it? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q66 Below we describe a certain scenario. Try to imagine yourself in this situation. How would you react, what would you feel? You are working a summer job, in the area of your career interest -- a job that matters to you. Your supervisor has assigned you to help him with a certain project. You have complete freedom to manage the project the way you want. That is, you can decide what to do, and how to do it, while getting as much (or as little) input from others as you want. The decisions are all yours! Now, you must meet with your supervisor, to discuss the project. There are 3 different kinds of feedback you could get from your supervisor. In a minute, we will ask you to rate your preference for each type of feedback. Here is information about each.

1. The supervisor mostly gives criticism of your project. This criticism is very informative, but it can be difficult to hear.

2. The supervisor mostly gives praise of your project. This praise feels good, but doesn't tell you how to improve.

3. The supervisor does not give any feedback at all. This absence of feedback reduces the risk of feeling bad during the meeting, but also the possibility of feeling good.

How much would you want each of the three types of feedback?

	Prefer Not (1)	No Preference (2)	Prefer (3)
Mostly Criticism (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mostly Praise (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No Feedback (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q35 How much would you be willing to accept each negative emotion, below, in exchange for information that is critical for success in the project?

	None (1)	Some (2)	Very Much (3)
Embarrassment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distress (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilt (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q68 Below we describe a second scenario. Try to imagine yourself in this situation. How would you react, what would you feel? You are taking an academic class, in the area of your career interest -- a class that matters to you. Your professor has assigned you to write a certain term paper. You have complete freedom to conceptualize and structure the paper the way you want. That is, you can decide what to do, and how to do it, while getting as much (or as little) input from others as you want. The decisions are all yours! Now, you must meet with your professor, to discuss your approach (so far) for the paper. There are 3 different kinds of feedback you could get from your professor. In a minute, we will ask you to rate your preference for each type of feedback. Here is information about each. 1. The professor mostly gives criticism of your project. This criticism is very informative, but it can be difficult to hear. 2. The professor mostly gives praise of your project. This praise feels good, but doesn't tell you how to improve. 3. The professor does not give any feedback at all. This absence of feedback reduces the risk of feeling bad during the meeting, but also the possibility of feeling good. How much would you want each of the three types of feedback?

	Prefer Not (1)	No Preference (2)	Prefer (3)
Mostly Criticism (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mostly Praise (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No Feedback (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q37 How much would you be willing to accept each negative emotion, below, in exchange for information that is critical for success in the project?

	None (1)	Some (2)	Very Much (3)
Embarrassment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distress (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilt (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q530 Below we describe a certain scenario. Try to imagine yourself in this situation. How would you react, what would you feel? You are working a summer job, in the area of your career interest -- a job that matters to you. Your supervisor has assigned you to help him with a certain project. You have very little freedom to manage the project the way you want. That is, the Supervisor has told you exactly what to do, and has not asked for any input from you. The decisions are all his! Now, you must meet with your supervisor, to discuss the project. There are 3 different kinds of feedback you could get from your supervisor. In a minute, we will ask you to rate your preference for each type of feedback. Here is information about each. 1. The supervisor mostly gives criticism of your project. This criticism is very informative, but it can be difficult to hear. 2. The supervisor mostly gives praise of your project. This praise feels good, but doesn't tell you how to improve. 3. The supervisor does not give any feedback at all. This absence of feedback reduces the risk of feeling bad during the

meeting, but also the possibility of feeling good. How much would you want each of the three types of feedback?

	Prefer Not (1)	No Preference (2)	Prefer (3)
Mostly Criticism (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mostly Praise (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No Feedback (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 How much would you be willing to accept each negative emotion, below, in exchange for information that is critical for success in the project?

	None (1)	Some (2)	Very Much (3)
Embarrassment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distress (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilt (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q531 Below we describe a second scenario. Try to imagine yourself in this situation. How would you react, what would you feel? You are taking an academic class, in the area of your career interest -- a class that matters to you. Your professor has assigned you to write a certain term paper. You have very little freedom to conceptualize and structure the paper the way you want. That is, the Professor has told you exactly what to do, and has not asked for any input from you. The decisions are all his! Now, you must meet with your professor, to discuss your approach (so far) for the paper. There are 3 different kinds of feedback you could get from your professor. In a minute, we will ask you to rate your preference for each type of feedback. Here is information about each.

1. The professor mostly gives criticism of your project. This criticism is very informative, but it can be difficult to hear. 2. The professor mostly gives praise of your project. This praise feels good, but doesn't tell you how to improve. 3. The professor does not give any feedback at all. This absence of feedback reduces the risk of feeling bad during the meeting, but also the possibility of feeling good. How much would you want each of the three types of feedback?

	Prefer Not (1)	No Preference (2)	Prefer (3)
Mostly Criticism (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mostly Praise (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No Feedback (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q38 How much would you be willing to accept each negative emotion, below, in exchange for information that is critical for success in the project?

	None (1)	Some (2)	Very Much (3)
Embarrassment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distress (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guilt (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q74 Regardless of your preference, suppose this was the feedback you actually got in the two scenarios. Scenario 1: During your meeting, your supervisor says: "You have put a lot of thought and effort into this project, and it shows!" Scenario 2: During your meeting, the professor says: "I am impressed with the direction this paper is going! Good job!"

Q78 After getting the feedback, how much would you want to continue your involvement with this Supervisor? That is, how much effort and time would you want to put into this arrangement? Please rate your preferences below. "I would want to spend _____ on this person."

	No (1)	A little (2)	Somewhat (3)	Much (4)	Very Much (5)
Effort (1)	<input type="radio"/>				
Time (2)	<input type="radio"/>				
Energy (3)	<input type="radio"/>				
Financial (4)	<input type="radio"/>				

Q80 After getting the feedback, how much would you want to continue your involvement with this Professor? That is, how much effort and time would you want to put into this arrangement? Please rate your preferences below. "I would want to spend _____ on this person."

	No (1)	A little (2)	Somewhat (3)	Much (4)	Very Much (5)
Effort (1)	<input type="radio"/>				
Time (2)	<input type="radio"/>				
Energy (3)	<input type="radio"/>				
Financial (4)	<input type="radio"/>				

Q82 Suppose you could terminate your involvement with this Supervisor, but only at a price. How much would you be willing to spend, in effort, time, emotion, and/or money, to avoid continuing with this Supervisor?"I would spend _____ to AVOID this person."

	No (1)	A little (2)	Somewhat (3)	Much (4)	Very Much (15)
Effort (1)	<input type="radio"/>				
Time (2)	<input type="radio"/>				
Energy (3)	<input type="radio"/>				
Financial (4)	<input type="radio"/>				

Q84 Suppose you could terminate your involvement with this Professor, but only at a price. How much would you be willing to spend, in effort, time, emotion, and/or money, to avoid continuing with this Professor?"I would spend _____ to AVOID this person."

	No (1)	A little (2)	Somewhat (3)	Much (4)	Very Much (15)
Effort (1)	<input type="radio"/>				
Time (2)	<input type="radio"/>				
Energy (3)	<input type="radio"/>				
Financial (4)	<input type="radio"/>				

Q76 Regardless of your preference, suppose this was the feedback you actually got in the two scenarios. Scenario 1: During your meeting, your supervisor says: "You have such a long way to go with this project, it seems you've barely started! But the idea may have some potential, you might try doing this, this, and this..." Scenario 2: During your meeting, the professor says: "I am NOT impressed with the direction this paper is going. But, there is the beginning of an idea in here, and I'd like you to read this, this, and this... "

Q42 After getting the feedback, how much would you want to continue your involvement with this Supervisor? That is, how much effort and time would you want to put into this arrangement? Please rate your preferences below. "I would want to spend _____ on this person."

	No (1)	A little (2)	Somewhat (3)	Much (4)	Very Much (5)
Effort (1)	<input type="radio"/>				
Time (2)	<input type="radio"/>				
Energy (3)	<input type="radio"/>				
Financial (4)	<input type="radio"/>				

Q41 After getting the feedback, how much would you want to continue your involvement with this Professor? That is, how much effort and time would you want to put into this arrangement? Please rate your preferences below. "I would want to spend _____ on this person."

	No (1)	A little (2)	Somewhat (3)	Much (4)	Very Much (5)
Effort (1)	<input type="radio"/>				
Time (2)	<input type="radio"/>				
Energy (3)	<input type="radio"/>				
Financial (4)	<input type="radio"/>				

Q40 Suppose you could terminate your involvement with this Supervisor, but only at a price. How much would you be willing to spend, in effort, time, emotion, and/or money, to avoid continuing with this Supervisor?"I would spend _____ to AVOID this person."

	No (1)	A little (2)	Somewhat (3)	Much (4)	Very Much (15)
Effort (1)	<input type="radio"/>				
Time (2)	<input type="radio"/>				
Energy (3)	<input type="radio"/>				
Financial (4)	<input type="radio"/>				

Q39 Suppose you could terminate your involvement with this Professor, but only at a price. How much would you be willing to spend, in effort, time, emotion, and/or money, to avoid continuing with this Professor?"I would spend _____ to AVOID this person."

	No (1)	A little (2)	Somewhat (3)	Much (4)	Very Much (15)
Effort (1)	<input type="radio"/>				
Time (2)	<input type="radio"/>				
Energy (3)	<input type="radio"/>				
Financial (4)	<input type="radio"/>				

Q50 THIS IS THE LAST STRETCH! Please pay close attention in this last section, because the language will get a bit complex! Below are life-goals that people might try to accomplish

over the course of their lives in general. Please indicate how much each life-goal characterizes what YOU will try to accomplish.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to have many expensive possessions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will try to have deep, enduring relationships (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will try to be rich (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will try to have committed intimate relationships (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q51 Below are reasons why you might try to accomplish what you do, in life in general. Please indicate how much each reason characterizes why YOU try to accomplish things. I am motivated to accomplish what I do, in my life in general...

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
Because important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because if I don't do behave this way, others will get mad (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because behaving this way is interesting (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I enjoy behaving this way (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I want to gain praise or other rewards from important people (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I'll get into trouble if I don't behave this way (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q52 Below are life-goals that people might try to accomplish over the course of their life in general, together with explanations for why they are motivated to accomplish it. Please rate how much each statement characterizes you, AS A WHOLE. Please read carefully!

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to have many expensive possessions BECAUSE important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
I will try to have many expensive possessions BECAUSE if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
I will try to have many expensive possessions BECAUSE behaving this way is interesting (3)	<input type="radio"/>				
I will try to have many expensive possessions BECAUSE I enjoy behaving this way (4)	<input type="radio"/>				

<p>I will try to have many expensive possessions BECAUSE I want to gain praise or other rewards from important people (5)</p> <p>I will try to have many expensive possessions BECAUSE I'll get into trouble if I don't behave this way (6)</p>	<input type="radio"/>				
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Q54 Please continue to rate the accuracy of each statement, AS A WHOLE.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to have deep, enduring relationships BECAUSE important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE behaving this way is interesting (3)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE I enjoy behaving this way (4)	<input type="radio"/>				

<p>I will try to have deep, enduring relationships BECAUSE I want to gain praise or other rewards from important people (5)</p> <p>I will try to have deep, enduring relationships BECAUSE I'll get into trouble if I don't behave this way (6)</p>	<input type="radio"/>				
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Q55 Please continue to rate the accuracy of each statement, AS A WHOLE.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to get rich BECAUSE important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
I will try to get rich BECAUSE if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
I will try to get rich BECAUSE behaving this way is interesting (3)	<input type="radio"/>				
I will try to get rich BECAUSE I enjoy behaving this way (4)	<input type="radio"/>				
I will try to get rich BECAUSE I want to gain praise or other rewards from important people (5)	<input type="radio"/>				

I will try to get rich BECAUSE I'll get into trouble if I don't behave this way (6)	○	○	○	○	○
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Q56 Please continue to rate the accuracy of each statement, AS A WHOLE.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to have committed intimate relationships BECAUSE important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
I will try to have committed intimate relationships BECAUSE if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
I will try to have committed intimate relationships BECAUSE behaving this way is interesting (3)	<input type="radio"/>				

I will try to have committed intimate relationships BECAUSE I enjoy behaving this way (4)	<input type="radio"/>				
I will try to have committed intimate relationships BECAUSE I want to gain praise or other rewards from important people (5)	<input type="radio"/>				
I will try to have committed intimate relationships BECAUSE I'll get into trouble if I don't behave this way (6)	<input type="radio"/>				

Q53 FINALLY: We all cut corners, in order to get things done. How do YOU operate? Please rate your agreement with each of the following statements.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
1. Sometimes getting ahead of the curve is more important than adhering to rules. (5)	<input type="radio"/>				
2. Rules should be flexible enough to be adapted to different situations. (6)	<input type="radio"/>				
3. Cheating is appropriate behavior when no one gets hurt. (7)	<input type="radio"/>				
4. If others engage in cheating behavior, then the behavior is morally permissible. (8)	<input type="radio"/>				
5. It is appropriate to seek short-cuts as long as it is not at someone else's expense. (9)	<input type="radio"/>				

6. End results are more important than the means by which one pursues those results. (10)	<input type="radio"/>				
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Q29 Thanks, this completes the third study questionnaire! Stay tuned for Part 4, in two or three weeks!

Study 2 – T2

Spring 17 T5

ConsentInf Hi, welcome to the FIFTH and LAST part of the 5 Part "Academic Motivation" study! Remember, in class on February 2 you said you would try to change your academic motivation -- either to have more, or less, of a particular kind of motivation. You also wrote down 3 concrete goals related to this over-arching goal. This was Part 1 of the study, worth 2 extra credit points. There have been 3 on-line questionnaires since. Today's questionnaire, Part 5, is longer and is worth 2 points of extra credit. If you want to participate, please just follow the instructions below!

Q75 What is your Student Number? i.e., 1141997

Q26 What is your Pawprint? i.e., jxx7y4

Q14 Below are a number of words that describe different feelings and emotions. Please read each item and then indicate to what extent you feel this way right now in your life.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
happy (1)	<input type="radio"/>				
sad (2)	<input type="radio"/>				
joyful (3)	<input type="radio"/>				
worried (4)	<input type="radio"/>				
pleased (5)	<input type="radio"/>				
frustrated (6)	<input type="radio"/>				
cheerful (7)	<input type="radio"/>				
upset (8)	<input type="radio"/>				
enjoyment/fun (9)	<input type="radio"/>				

Q23 Below are five statements that describe different feelings and emotions. Please read each statement and then indicate to what extent you feel this way right now in your life.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
In most ways, my life is close to my ideal. (19)	<input type="radio"/>				
The conditions of my life are excellent (20)	<input type="radio"/>				
I am satisfied with my life. (21)	<input type="radio"/>				
If I could live my life over, I would change almost nothing. (22)	<input type="radio"/>				
Sp far I have gotten the important things I want in life. (23)	<input type="radio"/>				

Q51 Below are 12 statements about your classroom motivation. Please rate how much you CURRENTLY experience each type of motivation.

	Not at all (1)	A little (2)	Some (3)	Much (4)	Very Much (6)
My aim is to completely master the material presented in class. (25)	<input type="radio"/>				
I am striving to do well compared to other students. (26)	<input type="radio"/>				
My goal is to learn as much as possible. (27)	<input type="radio"/>				
My aim is to perform well relative to other students. (28)	<input type="radio"/>				
My aim is to avoid learning less than I possibly could. (29)	<input type="radio"/>				
My goal is to avoid performing poorly compared to others. (30)	<input type="radio"/>				
I am striving to understand the content of my classes as thoroughly as possible. (31)	<input type="radio"/>				
My goal is to perform better than the other students. (32)	<input type="radio"/>				

<p>My goal is to avoid learning less than it is possible to learn. (33)</p>	<input type="radio"/>				
<p>I am striving to avoid performing worse than others. (34)</p>	<input type="radio"/>				
<p>I am striving to avoid an incomplete understanding of my class material. (35)</p>	<input type="radio"/>				
<p>My aim is to avoid doing worse than other students. (36)</p>	<input type="radio"/>				

Q19 During the last week. Please read each of the following statements carefully, thinking about how it relates to your life during the last week, and then indicate how true it is for you. During the last week,...

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
I felt a sense of contact with people who care for me, and whom I care for. (1)	<input type="radio"/>				
I was lonely. (2)	<input type="radio"/>				
I felt close and connected with other people who are important to me. (3)	<input type="radio"/>				
I felt unappreciated by one or more important people. (4)	<input type="radio"/>				
I felt a strong sense of intimacy with the people I spent time with. (5)	<input type="radio"/>				
I had disagreements or conflicts with people I usually get along with. (6)	<input type="radio"/>				
I was successfully completing difficult tasks and projects. (7)	<input type="radio"/>				
I experienced some kind of failure, or was unable to do well at something. (8)	<input type="radio"/>				
I took on and mastered hard challenges. (9)	<input type="radio"/>				
I did something stupid, that made me feel incompetent. (10)	<input type="radio"/>				
I did well even at the hard things. (11)	<input type="radio"/>				
I struggled doing something I should be good at. (12)	<input type="radio"/>				
I was free to do things my own way. (13)	<input type="radio"/>				
I felt a lot of pressures I could do without. (14)	<input type="radio"/>				
My choices expressed my "true self." (15)	<input type="radio"/>				
There were people telling me what I had to do. (16)	<input type="radio"/>				
I was really doing what interests me. (17)	<input type="radio"/>				
I had to do things against my will. (18)	<input type="radio"/>				

Q60 REMEMBER: this study is about changing your academic motivation! In class on February 2, you set an overarching goal, to either increase, or decrease, a particular type of academic motivation. First, what was the overarching goal you set? Can you remember? Click 1 of the options below.

- Increase my Performance motivation, so that I am MORE concerned with grades and how I do, compared to other students (5)
- Decrease my Performance motivation, so that I am LESS concerned with grades and how I do, compared to other students (6)
- Increase my Mastery motivation, so I am MORE concerned with learning and improving, compared to my own past knowledge (7)
- Decrease my Mastery motivation, so I am LESS concerned with learning and improving, compared to my own past knowledge (8)

Q33 In class on Feb 2, you also read an explanation of WHY you should try to change your academic motivation. Which explanation did you read? Can you remember?

- You should change so you can go BACK to a way you used to be, back when you were a child. (1)
- You should change so you can advance BEYOND who you have been, ever since you were a child. (2)

Q41 How did things go, with your overarching goal, "\${e://Field/Change} my \${e://Field/Motivation} motivation?" What has it been like to try to change your academic motivation in this way?

	Not at all (1)	A little (2)	Somewhat (3)	Much (4)	Very much (5)
I have thought about the overarching goal (1)	<input type="radio"/>				
I put effort into the goal (2)	<input type="radio"/>				
I made progress in the goal (3)	<input type="radio"/>				
I enjoyed working on the goal (4)	<input type="radio"/>				
My academic motivation is now different because of this goal (5)	<input type="radio"/>				
I am feeling better about myself and my academics because of this goal. (6)	<input type="radio"/>				
I feel happier because of how things have gone with this goal! (7)	<input type="radio"/>				

Q34 ALSO REMEMBER: In class, you were asked to pass "the existential challenge" by signing a pledge to really try to change your life, by pursuing this overarching goal. What was your choice? Did you sign the pledge?

- I DID sign the pledge (1)
- I DID NOT sign the pledge (2)
- I can't remember if I signed the pledge (3)

Q35 Below is your actual pledge status. Congratulations if you remembered it! \${e://Field/Pledge}

Q28 REMEMBER: Back in class on February 2, you also created three concrete goals, relevant to your broad goal. They are listed below. "\${e://Field/Goal1}" "\${e://Field/Goal2}" "\${e://Field/Goal3}"

Q32 How have things gone with the FIRST goal, "\${e://Field/Goal1}?" What has it been like to try to change your academic motivation in this way?

	Not at all (1)	A little (2)	Somewhat (3)	Much (4)	Very much (5)
I thought about the goal (1)	<input type="radio"/>				
I put effort into the goal (2)	<input type="radio"/>				
I made progress in the goal (3)	<input type="radio"/>				
I enjoyed working on the goal (4)	<input type="radio"/>				
My motivation was different this week because of this goal (5)	<input type="radio"/>				

Q49 Currently, how much does pursuing this goal feel like something you have to (or are pressured) to do, versus something you want to do?

	I HAVE to, mainly (14)	. (15)	Both (16)	. (17)	I WANT to, mainly (18)
Why do you do it? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45 How have things gone with the SECOND goal, " \${e://Field/Goal2}?" What has it been like to try to change your academic motivation in this way?

	Not at all (1)	A little (2)	Somewhat (3)	Much (4)	Very much (5)
I thought about the goal (1)	<input type="radio"/>				
I put effort into the goal (2)	<input type="radio"/>				
I made progress in the goal (3)	<input type="radio"/>				
I enjoyed working on the goal (4)	<input type="radio"/>				
My academic motivation was different this week because of this goal (5)	<input type="radio"/>				

Q50 Currently, how much does pursuing this goal feel like something you have to (or are pressured) to do, versus something you want to do?

	I HAVE to, mainly (14)	. (15)	Both (16)	. (17)	I WANT to, mainly (18)
Why do you do it? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q40 How have things gone with the THIRD goal, " \${e://Field/Goal3}?" What has it been like to try to change your academic motivation in this way?

	Not at all (1)	A little (2)	Somewhat (3)	Much (4)	Very much (5)
I thought about the goal (1)	<input type="radio"/>				
I put effort into the goal (2)	<input type="radio"/>				
I made progress in the goal (3)	<input type="radio"/>				
I enjoyed working on the goal (4)	<input type="radio"/>				
My motivation was different this week because of this goal (5)	<input type="radio"/>				

Q51 Currently, how much does pursuing this goal feel like something you have to (or are pressured) to do, versus something you want to do?

	I HAVE to, mainly (14)	. (15)	Both (16)	. (17)	I WANT to, mainly (18)
Why do you do it? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q59 People have all kinds of private thoughts about themselves. From person to person, these self-thoughts can vary quite a lot in content. We are interested in the sort of self-thoughts you possess. Below you find a list of self-thoughts you may have. For each self-thought, please

indicate whether you have this or a similar thought. Be as honest as possible. Remember, your responses are totally anonymous.

Q58 The following statements deal with how you think, feel, and act. Please read each item carefully and rate the degree to which you agree or disagree with each. There are no right or wrong answers.

	Not at all (1)	A little (2)	Somewhat (3)	Much (4)	Very much (5)
1. I can become entirely absorbed in thinking about my personal affairs, my health, my cares or my relations to others. (6)	<input type="radio"/>				
2. My feelings are easily hurt by ridicule or the slighting remarks of others. (7)	<input type="radio"/>				
3. When I enter a room I often become self-conscious and feel that the eyes of others are upon me. (8)	<input type="radio"/>				
4. I dislike sharing the credit of an achievement with others. (9)	<input type="radio"/>				
5. I feel that I have enough on my hands without worrying about other people's troubles. (10)	<input type="radio"/>				
6. I feel that I am temperamentally different from most people. (11)	<input type="radio"/>				

<p>7. I often interpret the remarks of others in a personal way. (12)</p>	<input type="radio"/>				
<p>8. I easily become wrapped up in my own interests and forget the existence of others. (13)</p>	<input type="radio"/>				
<p>9. I dislike being with a group unless I know that I am appreciated by at least one of those present. (14)</p>	<input type="radio"/>				
<p>10. I am secretly "put out" or annoyed when other people come to me with their troubles, asking me for my time and sympathy. (15)</p>	<input type="radio"/>				
<p>11. I find it easy to manipulate people. (16)</p>	<input type="radio"/>				
<p>12. I know that I am a good person because everybody keeps telling me so. (17)</p>	<input type="radio"/>				
<p>13. I like having authority over other people. (18)</p>	<input type="radio"/>				

14. I insist upon getting the respect that is due me. (19)	<input type="radio"/>				
15. I like to show off my body. (20)	<input type="radio"/>				
16. I have a strong will to power. (21)	<input type="radio"/>				
17. I expect a great deal from other people. (22)	<input type="radio"/>				
18. I like to look at my body. (23)	<input type="radio"/>				
19. People always seem to recognize my authority. (24)	<input type="radio"/>				
20. I will never be satisfied until I get all that I deserve. (25)	<input type="radio"/>				
21. I will usually show off if I gets the chance. (26)	<input type="radio"/>				
22. I am a born leader. (27)	<input type="radio"/>				
23. I like to look at myself in the mirror. (28)	<input type="radio"/>				

Q53 We all cut corners, in order to get things done. How do YOU operate? Please rate your agreement with each of the following statements.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
1. Sometimes getting ahead of the curve is more important than adhering to rules. (5)	<input type="radio"/>				
2. Rules should be flexible enough to be adapted to different situations. (6)	<input type="radio"/>				
3. Cheating is appropriate behavior when no one gets hurt. (7)	<input type="radio"/>				
4. If others engage in cheating behavior, then the behavior is morally permissible. (8)	<input type="radio"/>				
5. It is appropriate to seek shortcuts as long as it is not at someone else's expense. (9)	<input type="radio"/>				

6. End results are more important than the means by which one pursues those results. (10)	○	○	○	○	○
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Q61 Suppose you were a sales associate in a retail store. Below are several hypothetical vignettes. For each situation, what is the probability that you would take the action suggested in

the vignette? Remember, this survey is confidential and the vignettes are only hypothetical, so please tell us what is really most likely! The probability is _____ that I might do this

	Very low (1)	Low (2)	Average (3)	High (4)	Very High (5)
Use office supplies (paper, pen), copy machine, and stamps for personal purposes (4)	<input type="radio"/>				
Make personal long-distance (mobile phone) calls at work (5)	<input type="radio"/>				
Waste company time surfing on the Internet, playing computer games, and socializing (6)	<input type="radio"/>				
Borrow \$20 from a cash register overnight without asking (7)	<input type="radio"/>				
Take merchandise and/or cash home (8)	<input type="radio"/>				
Give merchandise away to personal friends (no charge to the customers). (9)	<input type="radio"/>				

Q63 THIS IS THE LAST STRETCH! Please pay close attention in this last section, because the language will get a bit complex! If you recognize any of the questions from before, just answer them afresh! Below are life-goals that people might try to accomplish over the course of their lives in general. Please indicate how much each life-goal characterizes what YOU will try to accomplish.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to have many expensive possessions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will try to have deep, enduring relationships (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will try to be rich (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will try to have committed intimate relationships (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q65 Below are reasons why you might try to accomplish what you do, in life in general. Please indicate how much each reason characterizes why YOU try to accomplish things. I am motivated to accomplish what I do, in my life in general....

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
Because important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
Because if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
Because behaving this way is interesting (3)	<input type="radio"/>				
Because I enjoy behaving this way (4)	<input type="radio"/>				
Because I want to gain praise or other rewards from important people (5)	<input type="radio"/>				
Because I'll get into trouble if I don't behave this way (6)	<input type="radio"/>				
Because I like to behave this way (7)	<input type="radio"/>				

Because it is challenging to behave this way (8)	<input type="radio"/>				
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Q67 Below are life-goals that people might try to accomplish over the course of their life in general, together with explanations for why they are motivated to accomplish it. Please rate how much each statement characterizes you, AS A WHOLE. Please read carefully!

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to have many expensive possessions BECAUSE important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
I will try to have many expensive possessions BECAUSE if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
I will try to have many expensive possessions BECAUSE behaving this way is interesting (3)	<input type="radio"/>				
I will try to have many expensive possessions BECAUSE I enjoy behaving this way (4)	<input type="radio"/>				

<p>I will try to have many expensive possessions BECAUSE I want to gain praise or other rewards from important people (5)</p>	<input type="radio"/>				
<p>I will try to have many expensive possessions BECAUSE I'll get into trouble if I don't behave this way (6)</p>	<input type="radio"/>				
<p>I will try to have many expensive possessions BECAUSE I like to behave this way (7)</p>	<input type="radio"/>				
<p>I will try to have many expensive possessions BECAUSE it is challenging to behave this way (8)</p>	<input type="radio"/>				

Q69 Please continue to rate the accuracy of each statement, AS A WHOLE.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to have deep, enduring relationships BECAUSE important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE behaving this way is interesting (3)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE I enjoy behaving this way (4)	<input type="radio"/>				

I will try to have deep, enduring relationships BECAUSE I want to gain praise or other rewards from important people (5)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE I'll get into trouble if I don't behave this way (6)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE I like to behave this way (7)	<input type="radio"/>				
I I will try to have deep, enduring relationships BECAUSE it is challenging to behave this way (8)	<input type="radio"/>				

Q71 Please continue to rate the accuracy of each statement, AS A WHOLE.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to get rich BECAUSE important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
I will try to get rich BECAUSE if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
I will try to get rich BECAUSE behaving this way is interesting (3)	<input type="radio"/>				
I will try to get rich BECAUSE I enjoy behaving this way (4)	<input type="radio"/>				
I will try to get rich BECAUSE I want to gain praise or other rewards from important people (5)	<input type="radio"/>				

I will try to get rich BECAUSE I'll get into trouble if I don't behave this way (6)	<input type="radio"/>				
I will try to get rich BECAUSE I like to behave this way (7)	<input type="radio"/>				
I will try to get rich BECAUSE it is challenging to behave this way (8)	<input type="radio"/>				

Q73 Please continue to rate the accuracy of each statement, AS A WHOLE.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to have committed intimate relationships BECAUSE important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
I will try to have committed intimate relationships BECAUSE if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
I will try to have committed intimate relationships BECAUSE behaving this way is interesting (3)	<input type="radio"/>				

<p>I will try to have committed intimate relationships BECAUSE I enjoy behaving this way (4)</p>	<input type="radio"/>				
<p>I will try to have committed intimate relationships BECAUSE I want to gain praise or other rewards from important people (5)</p>	<input type="radio"/>				
<p>I will try to have committed intimate relationships BECAUSE I'll get into trouble if I don't behave this way (6)</p>	<input type="radio"/>				
<p>I will try to have committed intimate relationships BECAUSE I like to behave this way (7)</p>	<input type="radio"/>				

Q43 Please use the scale below to answer the following question:

	Not very Satisfied 1 (1)	2 (2)	3 (3)	Neither Unsatisfied nor Satisfied1 (4)	5 (5)	6 (6)	Very Satisfied 7 (7)
How satisfied with your life did you feel during the happiness activity? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q51 Please use the scale below to answer the following question:

	Not very Satisfied 1 (1)	2 (2)	3 (3)	Neither Unsatisfied nor Satisfied1 (4)	5 (5)	6 (6)	Very Satisfied 7 (7)
How satisfied with their life did the OTHER seem to feell during the happiness activity? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q572 Think of a time when someone else did something to improve your mood and happiness (for instance, something fun, like playing your favorite song for you, going for a run with you if you like that, or took you out for surprise lunch). Write 3-5 sentences describing what this person did for you.

Q47 Please use the scale below to answer the following question:

	Not at all Likely1 (1)	2 (2)	3 (3)	Neither Likely nor not Likely1 (4)	5 (5)	6 (6)	Very Likely7 (7)
How likely it is that you will try to do something to improve the happiness and mood of THIS person, in the near future? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How likely it is that you would do something special to improve the happiness and mood of a DIFFERENT person, in the near future? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29 Thanks, this completes the final study questionnaire! FYI, we are studying whether people can intentionally change their own motivation. We asked you to make a commitment to try to do this, way back on February 2. We are testing the hypothesis that some kinds of motivation are easier to change than others; specifically, that becoming more "performance" oriented is easier than becoming more "mastery" oriented. Of course, we are only relying on your self-report to tell us if you changed, which is a methodological weakness. But, we hope this data can be at least one piece of the puzzle. Thanks again!

Study 3

Complexes - Turk

Q53 CONSENT INFORMATION FOR THE LOGICAL REASONING STUDY

INTRODUCTION / DESCRIPTION This is a study of people's performance of geometrical reasoning tasks, under time pressure. First, we will ask you some preliminary questions to get a sense of who you are. Then, we will ask you to go get pencil and paper, to try to draw some geometric figures. There will be a 60 second time limit for each problem. There will also be an extra monetary incentive for getting the correct answers to these problems. This study is being conducted under the direction of Dr. Ken Sheldon from the Department of Psychology at the University of Missouri-Columbia. This study will take about 15 minutes to complete. Upon completion of the survey, you will receive \$.30 credit in mTurk. However, you can also earn more than \$.30, depending on how many geometric reasoning problems you get right. If you do not complete the study, you are entitled to pro-rated compensation based on the percentage of questions you complete. If you quit before the end, some of your responses will be present in the data, but you have the option to have them removed, which you can request by emailing the site administrator: sheldonk@missouri.edu. **CONFIDENTIALITY** We are not asking for your mTurk id, so your participation is anonymous. Informed consent **MUST** be documented in accordance with the University of Missouri-Columbia Campus Institutional Review Board for the Protection of Human Subjects in Research, 45 CFR 46, and will be obtained from you electronically. You must be over 18 to give your informed consent and participate. If you have any questions about this research project, please feel free to contact Dr. Ken Sheldon, at 884-1547. For additional information regarding human participation in research, please feel free to contact the UMC Campus IRB Office at 882-9585 or email them at umcresearchcirb@missouri.edu. Thank you for your participation!

- I consent to participate (1)
- I do not consent (in which case you are done) (2)

Condition: I do not consent (in which ... Is Selected. Skip To: End of Survey.

Q63 Below are various goals that people might try to accomplish over the course of their lives. Please indicate how much each statement characterizes what life-goals you will try to accomplish.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to have many expensive possessions. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will try to have deep, enduring relationships (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will try to be rich (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will try to have committed intimate relationships (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q65 Below are various reasons for trying to accomplish goals. Please indicate how much each reason characterizes why you try to accomplish goals, in general. I am motivated to achieve my life-goals....

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
Because important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
Because if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
Because behaving this way is interesting (3)	<input type="radio"/>				
Because I enjoy behaving this way (4)	<input type="radio"/>				
Because I want to gain praise or other rewards from important people (5)	<input type="radio"/>				
Because I'll get into trouble if I don't behave this way (6)	<input type="radio"/>				
Because I like to behave this way (7)	<input type="radio"/>				

Because it is challenging to behave this way (8)	<input type="radio"/>				
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Q67 Please pay close attention in this section, because the language will get a bit complex! We are trying to make some precise distinctions, so please read carefully. Below are life-goals representing what you might be trying to accomplish in your life, together with explanations for

why you might be motivated to accomplish it. Please rate how much each statement, AS A WHOLE, characterizes you. Please read carefully!

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to have many expensive possessions BECAUSE important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
I will try to have many expensive possessions BECAUSE if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
I will try to have many expensive possessions BECAUSE behaving this way is interesting (3)	<input type="radio"/>				
I will try to have many expensive possessions BECAUSE I enjoy behaving this way (4)	<input type="radio"/>				

<p>I will try to have many expensive possessions BECAUSE I want to gain praise or other rewards from important people (5)</p>	<input type="radio"/>				
<p>I will try to have many expensive possessions BECAUSE I'll get into trouble if I don't behave this way (6)</p>	<input type="radio"/>				
<p>I will try to have many expensive possessions BECAUSE I like to behave this way (7)</p>	<input type="radio"/>				
<p>I will try to have many expensive possessions BECAUSE it is challenging to behave this way (8)</p>	<input type="radio"/>				

Q69 Please continue to rate the accuracy of each statement, AS A WHOLE.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to have deep, enduring relationships BECAUSE important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE behaving this way is interesting (3)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE I enjoy behaving this way (4)	<input type="radio"/>				

I will try to have deep, enduring relationships BECAUSE I want to gain praise or other rewards from important people (5)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE I'll get into trouble if I don't behave this way (6)	<input type="radio"/>				
I will try to have deep, enduring relationships BECAUSE I like to behave this way (7)	<input type="radio"/>				
I I will try to have deep, enduring relationships BECAUSE it is challenging to behave this way (8)	<input type="radio"/>				

Q71 Please continue to rate the accuracy of each statement, AS A WHOLE.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to get rich BECAUSE important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
I will try to get rich BECAUSE if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
I will try to get rich BECAUSE behaving this way is interesting (3)	<input type="radio"/>				
I will try to get rich BECAUSE I enjoy behaving this way (4)	<input type="radio"/>				
I will try to get rich BECAUSE I want to gain praise or other rewards from important people (5)	<input type="radio"/>				

I will try to get rich BECAUSE I'll get into trouble if I don't behave this way (6)	<input type="radio"/>				
I will try to get rich BECAUSE I like to behave this way (7)	<input type="radio"/>				
I will try to get rich BECAUSE it is challenging to behave this way (8)	<input type="radio"/>				

Q73 Please continue to rate the accuracy of each statement, AS A WHOLE.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
I will try to have committed intimate relationships BECAUSE important people (i.e., parents, friends, professors) will like me better if I behave this way (1)	<input type="radio"/>				
I will try to have committed intimate relationships BECAUSE if I don't do behave this way, others will get mad (2)	<input type="radio"/>				
I will try to have committed intimate relationships BECAUSE behaving this way is interesting (3)	<input type="radio"/>				

<p>I will try to have committed intimate relationships BECAUSE I enjoy behaving this way (4)</p>	○	○	○	○	○
<p>I will try to have committed intimate relationships BECAUSE I want to gain praise or other rewards from important people (5)</p>	○	○	○	○	○
<p>I will try to have committed intimate relationships BECAUSE I'll get into trouble if I don't behave this way (6)</p>	○	○	○	○	○
<p>I will try to have committed intimate relationships BECAUSE I like to behave this way (7)</p>	○	○	○	○	○

I will try to have committed intimate relationships BECAUSE it is challenging to behave this way (8)	○	○	○	○	○
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Q58 The following statements deal with how you think, feel, and act. Please read each item carefully and rate the degree to which you agree or disagree with each. There are no right or wrong answers.

	Not at all (1)	A little (2)	Somewhat (3)	Much (4)	Very much (5)
1. I find it easy to manipulate people. (16)	<input type="radio"/>				
2. I know that I am a good person because everybody keeps telling me so. (17)	<input type="radio"/>				
3. I like having authority over other people. (18)	<input type="radio"/>				
4. I insist upon getting the respect that is due me. (19)	<input type="radio"/>				
5. I like to show off my body. (20)	<input type="radio"/>				
6. I have a strong will to power. (21)	<input type="radio"/>				
7. I expect a great deal from other people. (22)	<input type="radio"/>				
8. I like to look at my body. (23)	<input type="radio"/>				
9. People always seem to recognize my authority. (24)	<input type="radio"/>				

10. I will never be satisfied until I get all that I deserve. (25)	<input type="radio"/>				
11. I will usually show off if I gets the chance. (26)	<input type="radio"/>				
12. I am a born leader. (27)	<input type="radio"/>				
13. I like to look at myself in the mirror. (28)	<input type="radio"/>				

Q53 People sometimes cut corners, in order to get things done. Please rate your agreement with each of the following statements.

	No agreement (1)	Little agreement (2)	Some agreement (3)	Much agreement (4)	Very Much agreement (5)
1. Sometimes getting ahead of the curve is more important than adhering to rules. (5)	<input type="radio"/>				
2. Rules should be flexible enough to be adapted to different situations. (6)	<input type="radio"/>				
3. Cheating is appropriate behavior when no one gets hurt. (7)	<input type="radio"/>				
4. If others engage in cheating behavior, then the behavior is morally permissible. (8)	<input type="radio"/>				
5. It is appropriate to seek short-cuts as long as it is not at someone else's expense. (9)	<input type="radio"/>				

6. End results are more important than the means by which one pursues those results. (10)	○	○	○	○	○
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Q55 GEOMETRIC PROBLEM-SOLVING TESTIn this next task, we need you to use a paper and pencil to try to solve six geometric problems. For each correct solution, you will earn an extra .10 toward your mTurk payment!Before we go any further, please go get a blank piece (or pad) of paper, and a pencil. When you have it, click in the lower right corner to go to the next page.

Q28 For each problem, we ask you to draw the geometric shape, WITHOUT LIFTING YOUR PENCIL FROM THE PAPER and WITHOUT RETRACING ANY LINE TWICE. Below is a SAMPLE problem, with an illustration of how to solve it. Try using your pencil and paper, to duplicate the sequence below. Notice that in this solution, a) you don't need to lift your pencil from the paper, and b) you don't need to retrace any lines. When you are ready to move on, click on the button in the lower right corner.

Q31 On the next page is the first problem. You will get \$.10 extra if you can solve it. You have 60 seconds, then the second problem will come up. But, if you solve the problem before then, you can click at the bottom right to move on. Click on the bottom right when you are ready to do the task. PLEASE TRY TO DO YOUR BEST!

Q30 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q45 PROBLEM 1. Below is the first problem. You have 60 seconds.

Q43 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q32 PROBLEM 2.

Q33 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q34 PROBLEM 3.

Q35 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q36 PROBLEM 4.

Q37 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q38 Problem 5.

Q39 Timing

First Click (1)

Last Click (2)

Page Submit (3)

Click Count (4)

Q40 Problem 6.

Q42 Were you able to solve the first problem? Look at your sheet of paper, as you answer. If you could not solve the problem, leave this question blank.

I was able to solve problem 1 (1)

Q47 What about the second problem? Leave blank if you could not solve it.

I was able to solve problem 2 (1)

Q48 What about the third problem? Leave blank if you could not solve it.

I was able to solve problem 3 (1)

Q49 What about the fourth problem? Leave blank if you could not solve it.

I was able to solve problem 4 (1)

Q50 What about the fifth problem? Leave blank if you could not solve it.

I was able to solve problem 5 (1)

Q51 What about the sixth problem? Leave blank if you could not solve it.

I was able to solve problem 6 (1)

Q52 Some people think that our geometrical reasoning task is ambiguous or confusing, and aren't sure how well they actually did. Please rate your agreement with this statement: "It is possible that I made a mistake while reporting my performance on this task."

- Not all possible (1)
- Slightly possible (2)
- Very possible (3)

Q61 Suppose you were a sales associate in a retail store. Below are several hypothetical vignettes. For each situation, what is the probability that you would take the action suggested in

the vignette? Remember, this survey is confidential and the vignettes are only hypothetical, so please tell us what is really most likely! The probability is _____ that I might do this

	Very low (1)	Low (2)	Average (3)	High (4)	Very High (5)
Use office supplies (paper, pen), copy machine, and stamps for personal purposes (4)	<input type="radio"/>				
Make personal long-distance (mobile phone) calls at work (5)	<input type="radio"/>				
Waste company time surfing on the Internet, playing computer games, and socializing (6)	<input type="radio"/>				
Borrow \$20 from a cash register overnight without asking (7)	<input type="radio"/>				
Take merchandise and/or cash home (8)	<input type="radio"/>				
Give merchandise away to personal friends (no charge to the customers). (9)	<input type="radio"/>				

Q46 NOTE: We offered the extra \$.10 per correct problem as an extra incentive for those who do not like doing such problems. Unfortunately, this extra expense reduces the number of participants we can run in our study. And maybe you liked doing the problems? Therefore we request that you consider foregoing some of this extra incentive, if you are willing. Please click the box below corresponding to how much you are willing to “give back” to us.

- 0 (7)
- \$.10 (1)
- \$.20 (2)
- \$.30 (3)
- \$.40 (4)
- \$.50 (5)
- \$.60 (6)

Q54 Finally, please tell us: How do you feel right now? How much did you like or dislike doing these tasks? Please locate your mood between the 2 alternatives.

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)
Connected:Lonely (1)	<input type="radio"/>						
Appreciated:Isolated (2)	<input type="radio"/>						
Incompetent:Masterful (3)	<input type="radio"/>						
Successful:Failing (4)	<input type="radio"/>						
Pressured:Free (5)	<input type="radio"/>						
Autonomous:Controlled (6)	<input type="radio"/>						
Disappointed:Proud (7)	<input type="radio"/>						
Happy:Sad (8)	<input type="radio"/>						
Dissatisfied:Satisfied (9)	<input type="radio"/>						

Q53 This completes the study! Is there anything you would like to tell us about it, in the box below? Anything you noticed or wondered about?

Q29 Debriefing. We are studying how people think about the "what" (the content of) and the "why" (the reasons behind) goals. We are studying "intrinsic" goal contents (growth, community, love), vs "extrinsic" goal contents (money, status, appearance). We are also studying "autonomous" versus "controlled" reasons for doing those goals (because you have to, versus because you want to). Our question is, does the combination of a "what" and a "why" statement predict outcomes beyond the two statements taken alone? Is the whole "more than the sum of its parts?" In addition we are also studying narcissism, ethics, and well-being, as being potentially linked to these tendencies. In fact, the “geometric reasoning” task you completed is

intended to be a measure of ethical behavior. Only 3 of the 6 problems are solvable, and we asked you to self-report how many you got right, with a \$.10 incentive per correct answer. We want to find out if we can predict ethical versus less ethical behavior using our personality measures. If you mis-reported your results, don't worry; it is a fairly normal thing to do, especially when working for low wages. Your data are anonymous, so nobody will ever know. By the way: you will get the full extra \$.60, and \$.90 total, for completing this study! Again, although not all of the geometric problems were solvable, we will proceed as if everybody got them all right. The Survey Code is M8T4V