**Tutorial on Values and Motivation**

(adapted from VIA and Sheldon’s Chapter 24 of Activities for Teaching Positive Psychology, APA: Washington DC)

 ‘A value is an enduring belief that some goals are preferable to others’ (Peterson,2006, pg 170)

* Values are ideals, they often cannot be obtained or completed.
* For example, If you value ‘learning new things’, there will not be a point in the future where you have learnt ALL the new things there are to learn.
* Values give consistency to behavior (unless you have no idea what you value)
* Values help you know what to and not to make time for (how did you spend last week…however you chose to spend you time is an example of what you valued)
* Values establish a relationship between you and the world (because it is relates to what you do in the world)
* Values set the direction for one’s life.
* A **strength** can be defined as a capacity for feeling, thinking, and behaving in a way that allows optimal functioning in the **pursuit of valued outcomes.**
* *The Values in Action Inventory of Strengths (VIA-IS)*
* The VIA Classification of Strengths was originally developed to define the concept of “strength.”
* Peterson & Seligman 24 strengths organized under six overarching virtues : W*isdom; Courage; Humanity; Justice; Temperance; Transcendence*
* These virtues are thought to emerge across cultures and throughout time
* The VIA-IS was designed to describe individual differences in character strengths on a continuum and is sensitive to change.
* Research has shown that people who actively practice their strengths have significantly higher wellbeing, less mental health problems and are more resilient.

Then ask them to log onto the following website:

<http://www.viacharacter.org/www/The-Survey>

**Appendix**

“What Is My Motivation?”

Assignment Rating Sheet

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 want to do well in this course.* Of course, people can have more than one reason for doing something, so you might give more than one high rating. Use this scale:

**Not at all for this reason Somewhat Very much for this reason**

 **1 2 3 4 5**

**1. \_\_\_\_I don’t know why.** I don’t really have any goals for the course, and I don’t expect to do very well.

**2. \_\_\_\_Because I have to.** Circumstances necessitate it. In order to get good grades, impress teachers, friends, or parents, or keep my scholarship, I must do well in this course.

**3. \_\_\_\_Because I should.** I’d feel guilty if I didn’t do well, and would worry that I was wasting myself or my abilities. Rather than feeling compelled by circumstances to try to do well, I compel myself.

**4. \_\_\_\_Because I want to.** I fully agree with the value of this class, and do not have to force myself to try to do well. Even at times when the material or assignment is not very interesting, I have no trouble keeping going because I believe in what I am doing.

**5. \_\_\_\_Because I enjoy it.** I am interested and engaged while trying to do well. I feel a sense of competence and mastery while doing it, and the sense that I am expanding my understanding of topics that deeply interest me.

[Intrinsic motivation](http://psychology.about.com/od/motivation/f/intrinsic-motivation.htm) involves engaging in behavior because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward.

Examples of actions that are the result of intrinsic motivation include:

* Participating in a sport because you find the activity enjoyable
* Solving a word puzzle because you find the challenge fun and exciting
* Playing a game because you find it exciting

In each of these instances, the person's behavior is motivated by an internal desire to participate in an activity for its own sake.

[Extrinsic motivation](http://psychology.about.com/od/eindex/f/extrinsic-motivation.htm) occurs when we are motivated to perform a behavior or engage in an activity to earn a reward or avoid punishment.

Examples of behaviors that are the result of extrinsic motivation include:

* Studying because you want to get a good grade
* Cleaning your room to avoid being reprimanded by your parents

