

rather than motivational differences. We used Self-determination theory (SDT) to compare the current career motivations of all three groups. As another innovation, we also assessed participants' motivations in the imagined future. Based on SDT's organismic-theoretical assumptions, we hypothesized that businesspeople expect to become more intrinsic in the future. We tested this 3-way interaction (vocational type x motivation type x time-frame) in three studies. Studies 1 and 2 used undergraduate samples, focused on students majoring in the three targeted vocational areas. Study 3 used an mTurk sample, of people working in one of the three specified areas. Participants completed on-line surveys containing measures of their specific career motivations (ranging from extrinsic to intrinsic) and their global values (also ranging from extrinsic to intrinsic), both in the present and the future. In Study 1 business students, relative to

art students, reported more external and less intrinsic motivations for their current majors, and aspired more to money, status, and appearance in the future. However there were significant three-way interactions such that the two groups were no different on intrinsic future aspirations. In Study 2 business students again had more external and less intrinsic career motivation. However, they were again no different in their intrinsic future aspirations, nor in their longer-term career motivations. Study 3 used a sample of mTurk workers and again replicated the basic pattern. Physical scientists and science students tended to have current and longer-term motivations lying midway between the art and business groups. Consistent with organismic perspectives, everyone aspires for a meaningful and enjoyable future; however, business types may put off these motivations in the present, whereas artistic types pursue them directly.

## PURSuing SELF-CONCORDANT GOALS BREEDS OPTIMISM AND THUS WELL-BEING

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According to Sheldon (2002), self-concordant goals are goals which represent a people's enduring interests and self-defining values. People who pursue self-concordant goals evidence higher subjective well-being, as shown in participants from both Western and non-Western cultures (Sheldon, Elliott et al., 2004). In a different literature, attributional style research (M. Seligman, C. Peterson) has found that tendencies to provide optimistic explanations of positive events (stable, global, internal) and negative events (unstable, specific, external) also predict well-being (Cheng, Furnham, 2001, 2003; Hu et al., 2015). We hypothesized that people might make more optimistic attributions about goal-outcomes when the goals are self-concordant, and that this tendency would

mediate the link between self-concordance and well-being. Study 1 participants were 253 undergraduates in a psychology class at the University of Missouri. They received extra credit in exchange for their participation. Participants listed three life goals related to their career plans, then rated the self-concordance of those three goals. A newly developed measure based on the Attributional Style Questionnaire (ASQ, Peterson et al., 1982) assessed participants' levels of optimism regarding imagined successes and failures in the goals. Finally, participants' well-being was assessed. SEM analyses showed that self-concordance affected subjective well-being, as expected. More importantly, this relationship was mediated by optimistic (stable, global) attributions regarding imagined successful goal-

completion and by optimistic (unstable, specific) attributions regarding imagined goal-failures. Overall, the model yielded a good fit to the data. In Study 2 we aimed to replicate the American sample results using a sample of Russian students (N=223). The same measures were used after appropriate translation and back-translation. Again, self-concordant goals affected subjective well-being, mediated by optimistic

attributions regarding goals' successful completion and optimistic attributions regarding failures in goals. The model yielded a good fit to the data. The results suggest that when people choose life-goals that fit them in a deep way, they derive resources including the ability to interpret goal-results in an optimistic way. This helps to explain why pursuing such goals makes people happy.

## AT THE INTERSECTION OF MOTIVATION AND EDUCATION: USING QUALITATIVE METHODS TO STUDY KEY ISSUES IN SDT RESEARCH

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Self-Determination Theory (SDT) has enjoyed widespread growth as a theory of motivation, personality, and development over the past 30 years. Much of that growth and recognition stems as much from the rigorous nature of the theory's empirical foundations as from the parsimony and elegance of the theory itself. Yet it is a fact that most of the theory's empirical support has been quantitative in nature, with little attention paid to the possible contributions of a qualitative approach. The present paper details two recent, qualitative studies of motivation within the realm of education that address current, critical issues in SDT. Study 1 explores the question, "Might there be different basic needs in other cultures?" while Study 2 asks, "What is the experience of autonomy like for members of another culture?" Study 1 asked 195 practicing educators in Tatarstan, as local experts (both culturally and professionally), what they considered to be the essential ingredients for children's healthy psychological development. The theme of relationships emerged as centrally important in the teacher-generated reports. In Study 2, 116 doctoral students, also in Tatarstan, described a situation in which they acted

autonomously at university, a situation in which they acted non-autonomously, and the ways in which those experiences differed from each other. Results indicated that when acting autonomously, students experienced more positive emotional, intellectual, volitional, and temporal dimensions than when acting non-autonomously. Both types of situation were characterized by fear and a sense of usefulness, but only non-autonomous situations were characterized by feelings of futility. One of SDT's most controversial claims has been the claim of universality (regarding basic needs, e.g.), and despite a growing body of cross-cultural, quantitative research providing support for the claim, questions remain. The two studies summarized here provide simple examples of how a qualitative design can push the boundaries of current understanding with respect to two central questions in that cross-cultural debate: might people in other cultures have different basic needs? What is the experience of autonomy like for people in another culture? Critiques and suggestions for further research are offered.