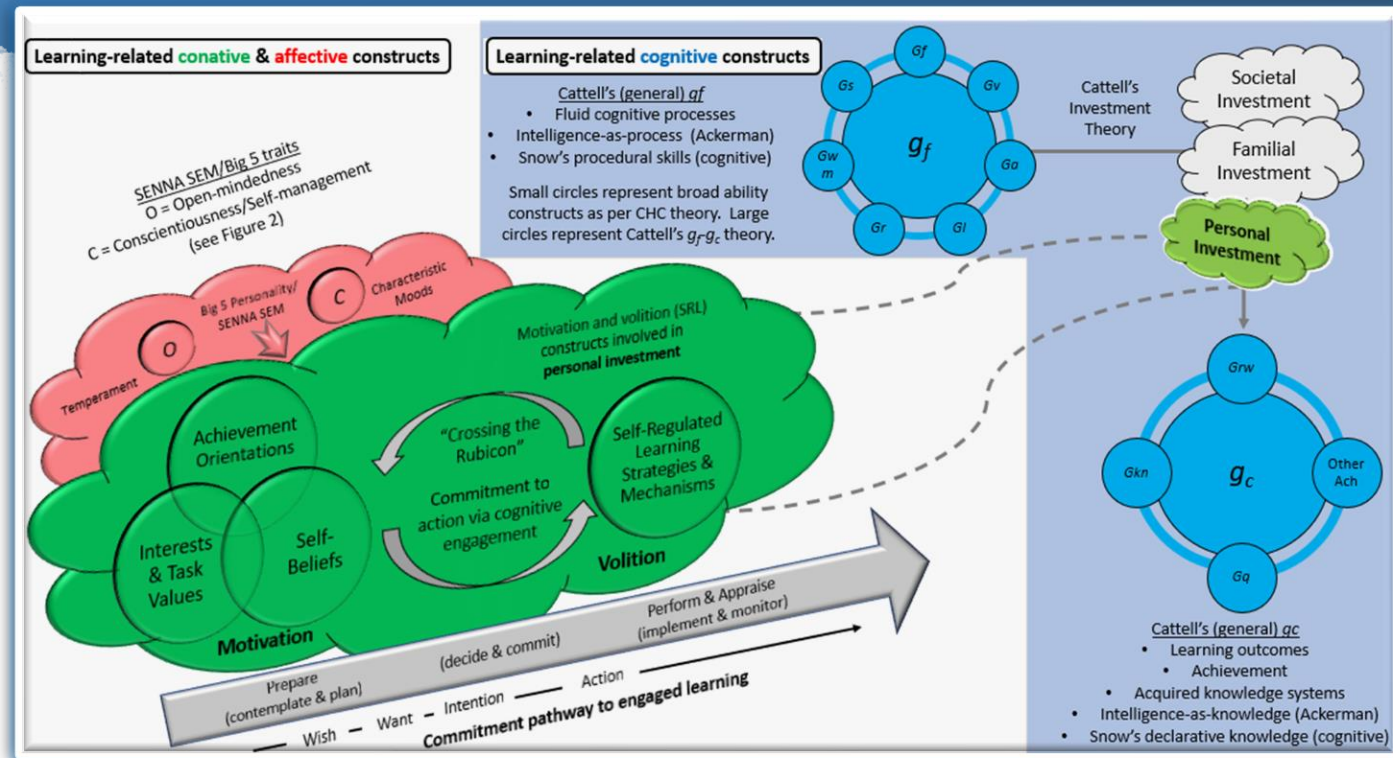


The Model of Achievement Competence Motivation (MACM): Crossing the Rubicon Commitment Pathway Model to Learning (K. McGrew 01-15-2021)



© Institute for Applied Psychometrics (IAP), Dr. Kevin McGrew, 01-15-2021

These slides are provided as supplements to *The Model of Achievement Competence Motivation (MACM): Standing on the shoulders of giants* (McGrew, in press, 2021—for special issue on motivation in *Canadian Journal of School Psychology*). The slides in this PPT/PDF module can be used without permission for educational (not commercial) purposes.

The Model of Achievement Competence Motivation (MACM): Crossing the Rubicon Commitment Pathway Model to Learning (K. McGrew 01-07-2021)

This is the fifth (final) in the MACM series of on-line PPT modules.

The first, the **Introduction** to the model is available at:

<https://www.slideshare.net/iapsych/the-model-of-achievement-competence-motivation-macm-part-a-introduction-of-series>

The second, the **Model Overview** is available at:

<https://www.slideshare.net/iapsych/the-model-of-achievement-competence-motivation-macm-part-b-an-overview-of-the-model>

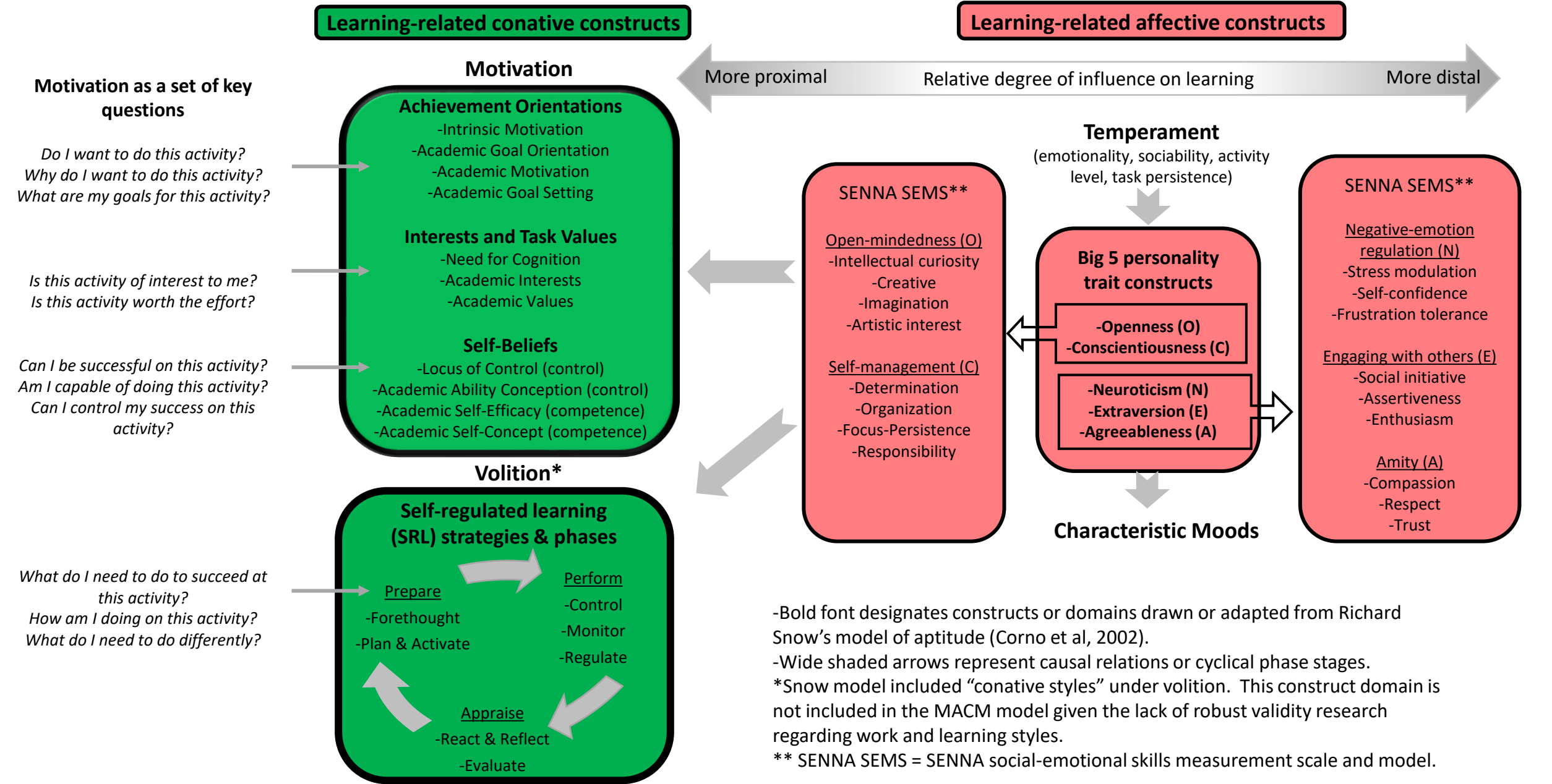
The third, the **Motivation Domains Defined** is available at:

<https://www2.slideshare.net/iapsych/the-model-of-achievement-competence-motivation-macm-part-c-the-motivation-domains-defined>

The fourth, the **Volition/Self-regulated Learning Domains Defined** is available at:

<https://www.slideshare.net/iapsych/the-model-of-achievement-competence-motivation-macm-part-d-the-volition-and-selfregulated-learning-domain-241199884>

A proposed *Model of Achievement Competence Motivation (MACM)*: Integration of Snow’s affective (*aff*) and conative (*con*) construct domains (*affcon*) (McGrew, 2020)



The “Rubicon” motivation-to-action cycle framework

The Best-Laid Plans Modern Conceptions of Volition and Educational Research

LYN CORNO

(1993)

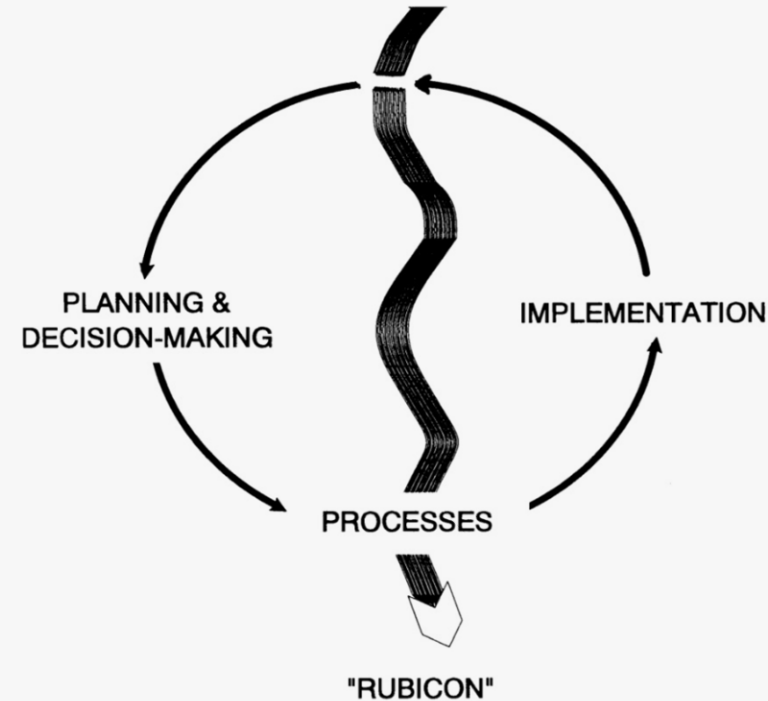


FIGURE 1. *Simplified recursive model of action control (after Heckhausen & Kuhl, 1985)*

The “Rubicon” motivation-to-action cycle framework



Today “crossing the Rubicon” is an idiom describing a **decision point of no return**. It is based on Julius Caesar's historical crossing of the Rubicon river that precipitated the Roman Civil War.

[https://en.m.wikipedia.org/wiki/Crossing the Rubicon](https://en.m.wikipedia.org/wiki/Crossing_the_Rubicon).

The “Rubicon” motivation-to-action cycle framework: Originally proposed by Heckhausen (1985, 1987, 1989)



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LEGACIES IN MOTIVATION SCIENCE—HEINZ HECKHAUSEN

Integrating and Instigating Research on Person and Situation, Motivation
and Volition, and Their Development

Jutta Heckhausen
University of California, Irvine

The “Rubicon” motivation-to-action cycle framework: Originally proposed by Heckhausen (1985, 1987, 1989)

Heckhausen proposed the **Rubicon model of action phases**, which contrasts motivational and volitional **mind-sets** before and after transitioning the decisional Rubicon.

The idea is that processes of information search, appraisal, and interpretation are being functionally adapted and bundled into **mind-sets** so that they can optimally serve a specific phase in the decision about and pursuit of action goals. The Rubicon model conceptualizes the **transition from one mind-set to another** as discrete and triggered by the decision for a particular action goal. The **predecisional** motivation mind-set was referred to as deliberative and characterized by realistic, objective, and broad information search and processing, whereas the **postdecisional** volitional mind-set was conceptualized as implemental and focused on realizing the goal, biased, and narrowly focused....The Rubicon model has had substantial influence on further developments in the field of motivation around the concepts of implementation intentions, intents and nonconscious activation and pursuit of goals....motivational metaprocesses and phase-adequacy of mental processes....as well as goal disengagement and action crisis.

The “Rubicon” MACM Commitment to Pathway to Learning Model

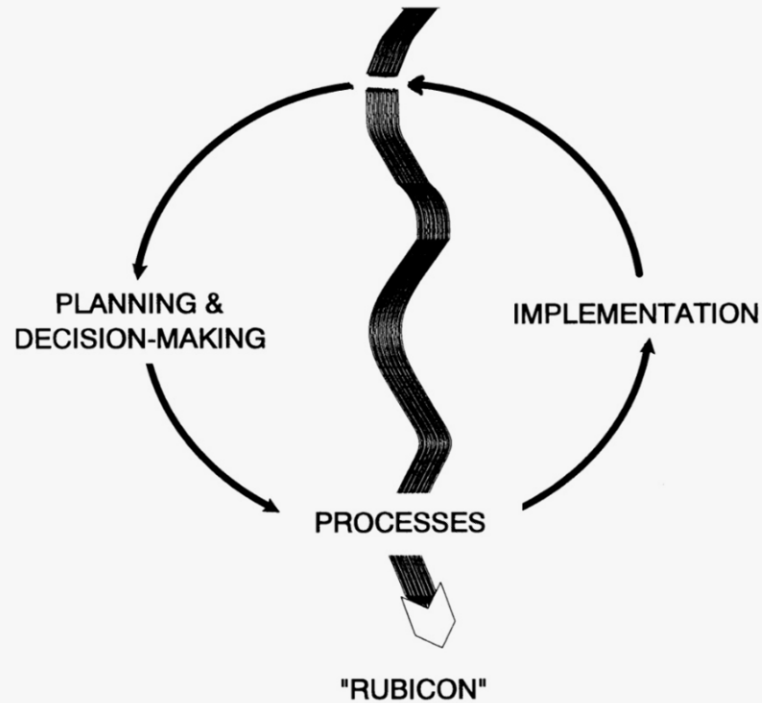
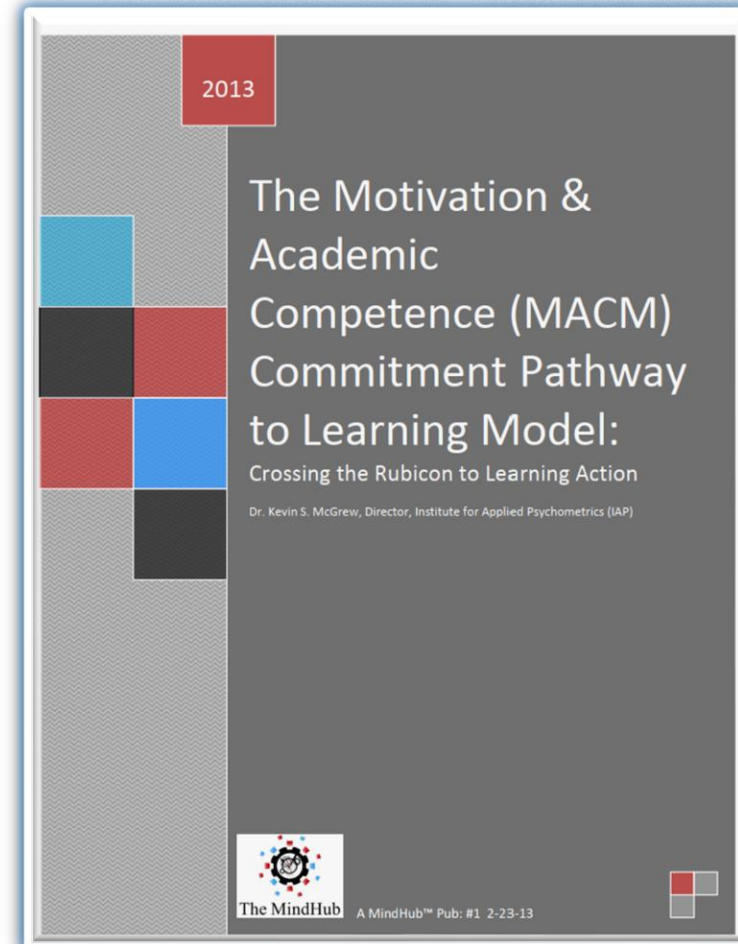
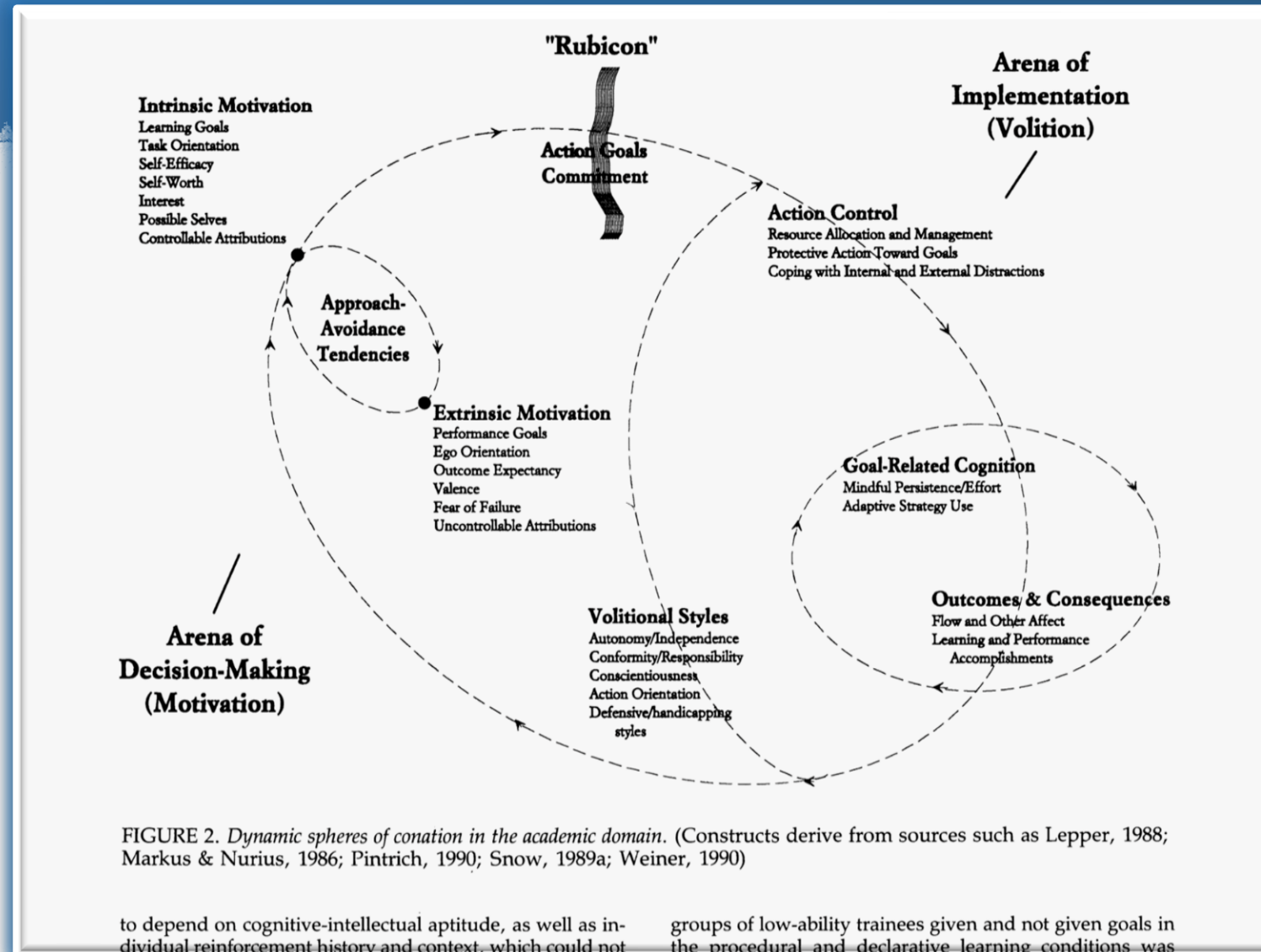


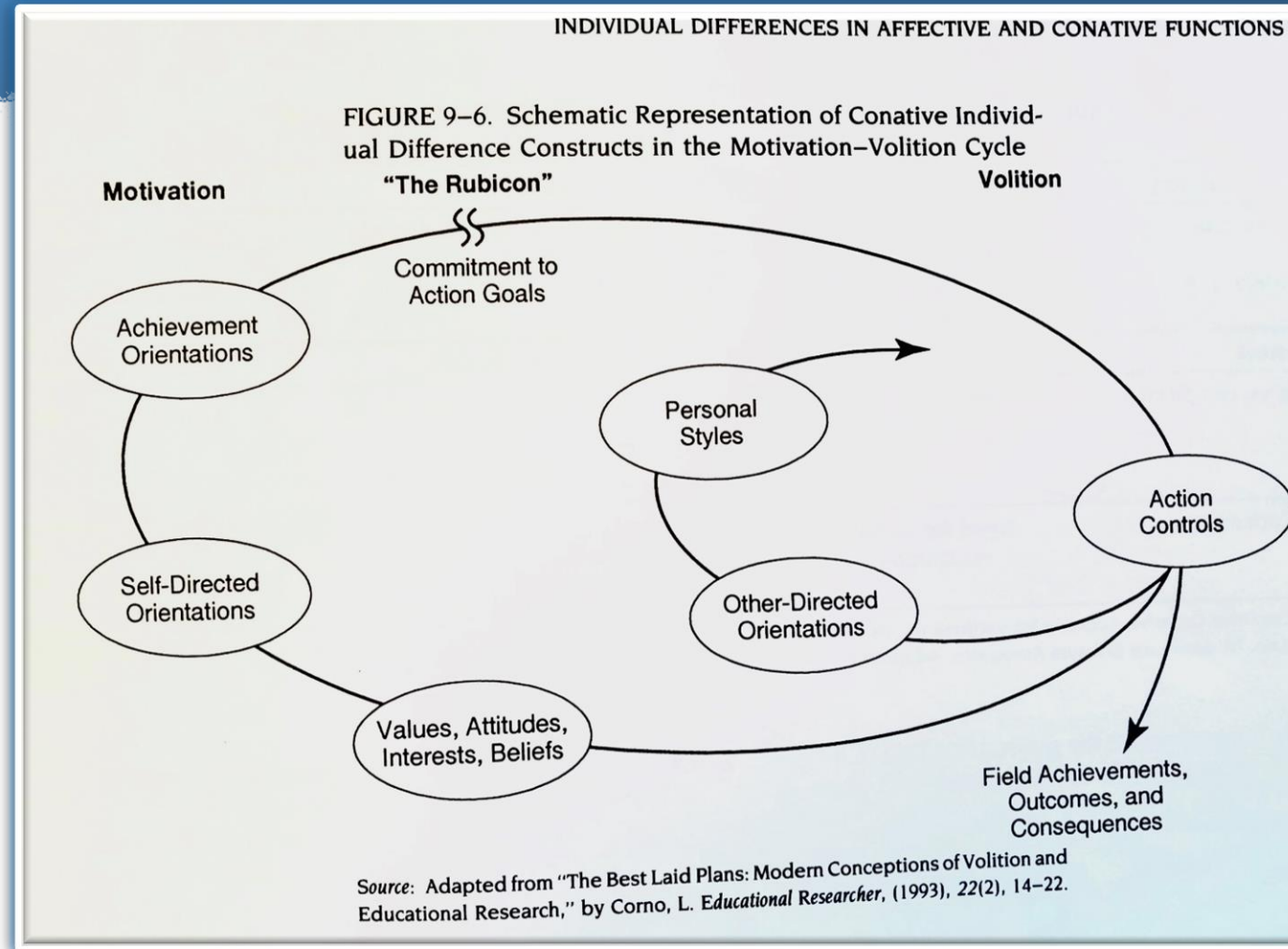
FIGURE 1. *Simplified recursive model of action control (after Heckhausen & Kuhl, 1985)*



Explanatory Model Types: A Simple Model – But Still too Obtuse and Abstract for Effective Communication



Explanatory Model Types: A Simple Model – But Still too Obtuse and Abstract for Effective Communication



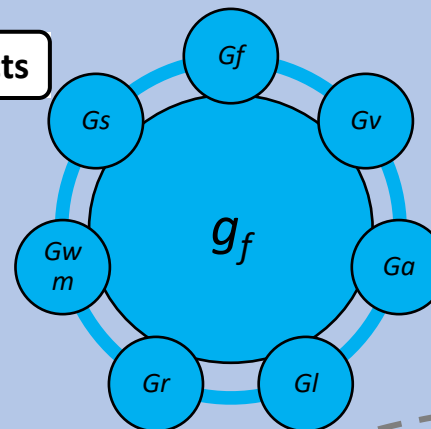
Learning-related **conative** & **affective** constructs

Learning-related **cognitive** constructs

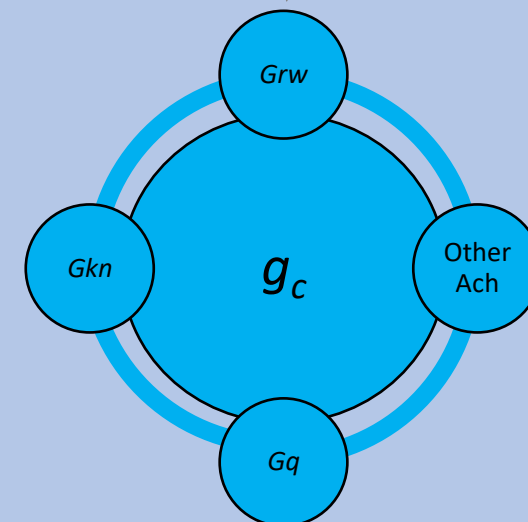
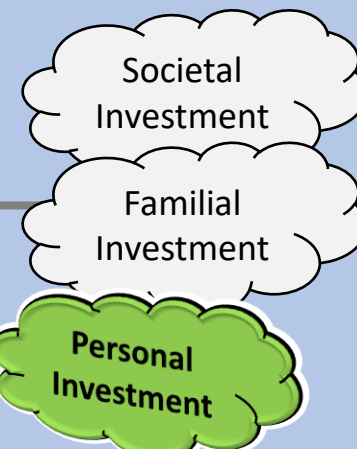
Cattell's (general) g_f

- Fluid cognitive processes
- Intelligence-as-process (Ackerman)
- Snow's procedural skills (cognitive)

Small circles represent broad ability constructs as per CHC theory. Large circles represent Cattell's g_f g_c theory.



Cattell's Investment Theory



Cattell's (general) g_c

- Learning outcomes
 - Achievement
- Acquired knowledge systems
- Intelligence-as-knowledge (Ackerman)
- Snow's declarative knowledge (cognitive)

SENNA SEM/Big 5 traits
O = Open-mindedness
C = Conscientiousness/Self-management
(see Figure 2)

