

1 **Achievement**

A desire for significant accomplishment, including mastering skills or ideas, for control or for rapidly attaining a high standard.

2 **Murray, McClelland & Atkinson**

- Had Ss make up stories about ambiguous pictures.
- Analyzed the themes mentioned in the stories

3 **Green research**

Do high achievement - needing people prefer easy or difficult tasks?

Low Ach: preferred preferred very easy or very difficult tasks. Failure was unlikely or not embarrassing because of the task difficulty level

4 **Green—con't**

High achievers preferred moderately difficult tasks

- They could achieve success
- The success would be attributed to their skills.

5 **Persistence and Nach**

- When doing difficult tasks, high Nach persist longer than those with low Nach.
- Research
 - Bloom
 - Ericsson

6 **Sources of Achievement Motivation**

High Nach tend to have parents/teachers who

- Encourage independence early
- Encourage school success
- Express delight when children do achieve

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- Emotional roots: learn to associate achievement with positive emotions
- Cognitive roots: learn to attribute their achievements to their own competence and efforts

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It is important to help children or employees internalize their achievements: to realize that success comes as a result of their own competence

9 **Types of achievement motivation**

- Intrinsic
- Extrinsic

10 Research on extrinsic vs. Intrinsic

- Ryan: studied scholarship vs. non-scholarship football players.
- Deci & Ryan: Should coaches emphasize extrinsic rewards???

11 Is motivation related to religion?????

Gergin research: both types of motivation are found among religious people.

- Extrinsic motivation: Religion is a way to get a social outlet, heaven, approval, etc.
- Intrinsic motivation: Being religious is an end in itself, a focus of their life

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- Gergin found that those religious people who are intrinsically motivated were less anxious and less prejudiced.

13 How can you motivate others??

Cultivate intrinsic motivation by

- Providing tasks that trigger curiosity
- Provide moderately challenging tasks
- Inform the person that their efforts are paying off

14 Pittman research

- Asked students to work on puzzles
- Gave 2 types of feedback:
 1. "Compared with most of my students, you are doing well."
 2. " If you keep it up, I'll be able to use your data."
 3. No comment
- Those getting #1 persisted longer.

15 Motivating others—con't

- Praise effort more than ability
- Pay attention to individuals' motives
- Set specific, challenging, but reasonable goals