

Chapter 1 : Achievement Theory of Motivation - Businessstopia

Achievement Theory of Motivation is all about how needs of an individual change over a period of time with changes in his experience. The theory also explains what effects an individual's need for achievement, power, and affiliation have on their behavior.

Achievement Motivation Achievement Motivation So far we talked about motivations behind simple human behaviors like eating and sex. What motivates us the more complicated behaviors, like studying for the AP Psychology test? What motivates us to work hard in school, video games, sports and all those day to day things that take up our day. We call this types of motivation, achievement motivation. Achievement motivation seems to vary from person to person. Some people have high achievement motivations in school, while others in bowling, while others in nothing at all. What makes us strive or not strive for that goal- well one easy way to think about it is through extrinsic and intrinsic motivators. Extrinsic motivators are rewards that we get for accomplishments from outside ourselves grades, salary etc. Intrinsic motivators are rewards we get internally, such as enjoyment or satisfaction. Think about why you are studying for the AP Psychology exam. Are you doing it for the college credit or the high school transcript extrinsic motivation? Or are you working because you enjoy psychology and take pleasure in doing well intrinsic motivation? The answer is probably somewhere in the middle. In general, we enjoy a task more when we are intrinsically motivated. Sometimes, adding extrinsic motivators actually makes the task less fun. Lets use baseball as an example. Almost all little league and high school baseball players rave about how much they love playing the sport. They think and breath baseball and seem full of intrinsic motivation. Once that same player gets to college and his or her scholarship depends on baseball- the external motivators kick in. They may still train hard and perform well, but their enjoyment decreases. Many professional athletes talk about how they are bored with the sport. The problem is that society offers too many external motivators linked to their performance. Now, I am not saying that extrinsic motivation is bad. Think about it- would your parents go to work if they were not extrinsically motivated? But knowing what we know about satisfaction and intrinsic v. On a side note, studies have shown that extrinsic motivators work well in the short run, but for long term performance, one needs intrinsic motivation. Management Theory Organizational psychologists are the psychologists of the business world and spend the most time studying motivations and how we can use these ideas to increase employee performance in the workplace. Organizational psychologists spend a lot of time looking at managers bosses in the workplace and how they treat the people under them. They divide managers into two different styles. If you want to make this more applicable to your lives change the word manager to teacher, and the word employee to student- it will make more sense to you. Managers believe that employees will work only if rewarded with benefits or threatened with punishment. In other words, they believe that employees are only extrinsically motivated. Mangers believe that employees are internally motivated to do good work and policies should encourage this internal motive. Thus these managers believe that employees can be intrinsically motivated. Which environment would you rather work under? Organizations are starting to move to the Theory Y style of leadership and are hiring organizational psychologists to help promote intrinsic motivation in the workplace. When Motives Conflict Sometimes what you want to do in a situation is clear to you, but at other times you no doubt find yourself conflicted about what choice to make. Psychologists discuss four types of motivational conflicts. Assuming both choices appeal to you, you have a conflict because you can only chose one. If your parents tell you to clean your room or rake leaves and you desire neither one you are experiencing an avoidance-avoidance conflict. Cotton candy has both attractive tastes goood and unattractive farting features. The best example is choosing a college that you want to go to. Obviously you are deciding between Duke and Harvard. Well Duke has better weather attractive , but their lacrosse team is not the most upstanding unattractive. Harvard has a great legacy attractive but crimson is such a horrid color unattractive.

Chapter 2 : Need for achievement - Wikipedia

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Personality Factors Within need achievement theory we have two underlying motives achieving success and avoiding failure. Many sport psychologists have observed that high achievers have a high motivation to achieve success, whereas low achievers have a tendency to concentrate on avoiding failures and that there is a balance between these two distinct behaviours. Situational factors play a key role in need achievement theory

Source 2. Situational Factors We must consider the whole story when considering how to predict behaviours accurately. Within a sport, we also must consider the probability of success in any given situation. Our competition is key to understanding this as well as the amount of training and the difficulty of the task faced. As a result, we also need to consider the incentive value of a particular task. High achievers will gain the most out of situations where the probability of success is relatively low as that success becomes a challenge to overcome. However, a low achiever may feel personal shame after suffering such a loss. These resultant tendencies for a low achiever will lead to them adopting easier tasks which do not force them to challenge themselves in a sporting context or inexplicably hard tasks where failure is almost a certainty. Our response to different situations either focus on the pride of our achievements or the shame of our failures.

Achievement Behaviour The result of your reactions to the four previous factors leads to your achievement behaviour. The stages of this factor are detailed in the infographic below.

Need Achievement Theory Infographic Attribution Theory The key to attribution theory is how people describe their athletic performance. The success or failure in performance through attribution was popularised by Weiner due to the infinite number of possible explanations for our gains and losses. These gains and losses are divided into three categories: Stability factors can either be stable such as your own sporting abilities or unstable such as luck. Causality factors can either be internal through your own efforts or external e. Control factors can either be within your control event planning, bicycle tire pressure, etc. Is your motivation to avoid failure or to achieve success? Attribution theory is important because our attributions help to shape our short-term and long-term expectations.

Goal Theory Three interacting factors that determine motivation are the main focus of goal theory: These feelings are greatly influenced by our feedback mechanisms and motivational orientations and interact to affect our motivation in the form of anxiety, pride, joy and shame.

Chapter 3 : McClelland's Human Motivation Theory - From blog.quintoapp.com

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Have strong mind setting to accomplish the given task
Calculates risk of the task beforehand
Demands regular feedback from the superiors.
Prefers working alone to group works
Appreciates accomplishment rather than rewards tangible or intangible

2. Have desire to control and influence others
Are argumentative, competitive and assertive in nature
Enjoys status and recognition
Are likely to feel frustration under uncontrollable situations

3. Desires to feel belongingness and relatedness
Seeks love, affection and recognition
Are likely to agree on whatever his coworkers have to say
Fears rejection
Tends to avoid high risk and uncertainty
Prefers group works to working alone

Explanation of the Components
Different people are motivated by different factors. Based on the fact, achievement theory of motivation was developed by considering three major factors. They are

Need for achievement
There are people who are motivated by achievement or accomplishment in the workplace. Such people are high performers and always look forward to excelling in their concerned field. People, whose motivation is driven by achievement, prefer working on projects whose results are based entirely on efforts and nothing else. Besides, they prefer moderately difficult or challenging tasks and tend to avoid high risk as well as low-risk situations. It is because high-risk situations may result in underachievement while low-risk situations are not convincing enough. Talking about rewards, either tangible or intangible, it has negligible influence on people who are directed by the need for achievement. Reportedly, people of this personality are found to be more argumentative, competitive, influencing and assertive than those who value achievement and affiliation more. They are also known for their attitude positive towards discipline. However, people in this category are more likely to experience frustration in cases when situations are out of control as they feel powerless.

Need for affiliation
Affiliation is positive, sometimes intimate, personal relationship. In other words, affiliation can be defined as the positive response an individual receives in return of their attempt to maintain an effective relationship with people who are present around him most of the time. People who value affiliation above achievement and power always look forward to maintaining warm interpersonal relationships with people they have recurring contact with. Having good bond with others creates a feeling of belongingness and relatedness which automatically results in a supportive and collaborative response from them. However, these people are more likely to avoid highly competitive, uncertain and risky situations because they desire to receive love and acceptance, and fear rejection. Thus, they also adhere to workplace ethics and norms.

Implications of Achievement Theory of Motivation
The workforce is composed of employees with different nature. The employers must identify or recognize these natures so that they could properly motivate employees and extract the best from them. While different employees have different nature, employees can maintain a high level of motivation in them in following ways. Employees, whose motivation is driven by achievement, must be handed over challenging tasks with achievable goals. While less challenging or low-risk tasks are perceived as tasks not worth spending time and effort, tasks with unreachable goals demotivate these type of employees. Sports players are a good example of people of this type. Employees of this nature have strong desire to acquire power or authority to manage self and others that they become committed to their duty even when other motivational factors like payment are comparatively low. Example of such people is those who join the police. Employees, whose motivation is driven by affiliation, demand cooperative working environment. As these employees prefer working in groups to working alone, they may be resistive to transfer due to their preference to stay close to their friends and family. Their resistance can be observed even in cases when a transfer is beneficial for personal development. Employees with such quality can perform well when they are given tasks based on social interactions, for example, customer service, front desk clerk, etc.

Chapter 4 : [PDF/ePub Download] a theory of achievement motivation eBook

Achievement motivation is one of the three components of McClelland's Human Motivation Theory. This type of motivation inspires behavior dedicated to producing and exhibiting higher capabilities.

Need for achievement Generally speaking, people want to accomplish something in life. This could mean starting a large family for some and a well-paid job and an illustrious career for others. David McClelland studied what drives people to achieve something. What motivates them and how can they make a contribution to society? Upon completing his study, he distinguished four characteristics that are consistent with the need for achievement: Need for power People with a need for power, attach great value to status, reputation and recognition. They have a need to be perceived as important and they have a need to direct and influence others. According to David McClelland , this type of person enjoys competition and winning. When this need is great, they will not be open to feedback. This need may consist of personal power and of institutional power. Those who focus on personal power have the desire to have control over others. Need for affiliation People are a gregarious bunch and they want to belong to the group. In this case, they will favour cooperation over competition. Therefore, the need for affiliation does not go well with the need for power. Need for avoidance This needs category was added later by David McClelland. When people do not wish to perform at the forefront and prefer to avoid unpleasant situations, this need will surface. People have fear of failure, fear of rejection and even fear of success. By avoiding situations that may trigger these fears, they think to have found a safe solution. The central element is what they do. Below the waterline we find think and want, which focus on abstract terms such as standards, values and beliefs, self-esteem, characteristics, personality and motives. These four invisible layers could reinforce one another as motives. In an organization this can be translated into an organizational vision and strategy, content, structure, finance and especially the result of work, working arrangements, training and giving feedback. This will create a guideline for employees. Below the waterline Below the waterline things are much more abstract and they are fed by the undercurrent. It is about the ever-present feeling without it being tangible. The relationships between people interaction , their feelings, their expressiveness, sense of purpose can all be found below the waterline. The organizational culture is also created below the waterline. The events below the waterline affect the events above the waterline. This is the reason why both levels must be taken into consideration in change processes. Linking with the motivating drivers David McClelland provides an insight into the learned needs of someone by his McClelland Motivation Theory and he links this to what this person does above water level and what they think and want below the water level. In an organization it is interesting to know what motivates employees in a team. By looking at their behavior, they can be asked what they would ultimately like to achieve and what their real needs are. Do you recognize the practical explanation of do you have more suggestions? What are your success factors which you would like to share? Share your experience and knowledge in the comments box below. If you liked this article, then please subscribe to our Free Newsletter for the latest posts on Management models and methods. More information Burnham, D. Power Is the Great Motivator. Harvard Business Review Press. How do self-attributed and implicit motives differ?. Psychological review, 96 4 , How motives, skills, and values determine what people do. American Psychologist, 40 7 , How to cite this article: Retrieved [insert date] from ToolsHero: Your rating is more than welcome or share this article via Social media!

Chapter 5 : A Guide to Need Achievement Theory in Sport Psychology | Owlcation

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Jump to navigation Jump to search John William Atkinson, John William Atkinson December 31, 1927 – October 27, 2002, also known as Jack Atkinson, was an American psychologist who pioneered the scientific study of human motivation, achievement and behavior. Atkinson was a leader in establishing motivation as a distinct field of study in psychology research. His belief that scientific progress came from conceptual breakthroughs fueled his formulation and reformulation of a theory of motivation. He was one of the first in psychology to incorporate rigorous mathematical models in his theories and to use computer simulations of these models for experimentation. He also recognized the importance of measurement in science, maintaining a career-long interest in the refinement of measures of motivation by means of content analysis of imaginative thought using, for example, the Thematic Apperception Test which he developed jointly with his mentor David C. His discipline-changing ideas were followed around the world. He enlisted in the U. Army Air Corp, earning his wings in 1947. He served as an advanced instrument flight instructor for the B and other bombers. On earning his wings Jack married his high-school sweetheart Mary Jane Wanta. They were married in in Macon, GA. After the war Atkinson completed his undergraduate psychology degree with Honors at Wesleyan University, graduating in the middle of the academic year. As a lecturer at Wesleyan University, he began to pursue his interests in basic research on the arousal of human needs and behavior with the financial support of the Office of Naval Research and collaboration with David McClelland. Atkinson was awarded his doctorate in Psychology in at the University of Michigan. He was invited to join the faculty of the University of Michigan in the Psychology Department where he remained his entire career - Atkinson was devoted to the teaching of undergraduates throughout his career. He authored and edited many books and articles on the scientific study of human motivation, achievement and behavior. Many of his books have been translated into other languages, including Russian, German, and Spanish. His theoretical and experimental work spanned decades and spawned many doctorates. An expression of his support for a free press was his role as a member of the Board of Control of the Michigan Daily during the turbulent 1960s. In the early 1970s, his beliefs led him to become outraged by the behavior of President Richard M. Nixon, whom he viewed as a threat to liberty and justice. *Motives in Fantasy, Action, and Society: Litwin*, Bobbs-Merrill Company, *Effects of ability grouping in schools: Related to individual differences in achievement-related motivation, final report*, By John W. Van Nostrand; *Human motivation:*

Chapter 6 : John William Atkinson - Wikipedia

Achievement motivation is the effort an athlete (or individual in a nonsporting sense) makes to succeed within their chosen field. It's their attempts at overcoming obstacles or mastering a particular task.

Rochester Institute of Technology Motivation can be defined as the driving force behind all the actions of an individual. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed. Two motives are directly involved in the prediction of behavior, implicit and explicit. Implicit motives are spontaneous impulses to act, also known as task performances, and are aroused through incentives inherent to the task. Explicit motives are expressed through deliberate choices and more often stimulated for extrinsic reasons. Also, individuals with strong implicit needs to achieve goals set higher internal standards, whereas others tend to adhere to the societal norms. Explicit and implicit motivations have a compelling impact on behavior. Task behaviors are accelerated in the face of a challenge through implicit motivation, making performing a task in the most effective manner the primary goal. A person with a strong implicit drive will feel pleasure from achieving a goal in the most efficient way. The increase in effort and overcoming the challenge by mastering the task satisfies the individual. The primary agent for this type of motivation is perception or perceived ability. Most research is still unable to determine whether these different types of motivation would result in different behaviors in the same environment. The Hierarchical Model of Achievement Motivation Achievement motivation has been conceptualized in many different ways. Our understanding of achievement-relevant effects, cognition, and behavior has improved. Despite being similar in nature, many achievement motivation approaches have been developed separately, suggesting that most achievement motivation theories are in concordance with one another instead of competing. Motivational researchers have sought to promote a hierarchical model of approach and avoidance achievement motivation by incorporating the two prominent theories: Achievement motives include the need for achievement and the fear of failure. These are the more predominant motives that direct our behavior toward positive and negative outcomes. Achievement goals are viewed as more solid cognitive representations pointing individuals toward a specific end. There are three types of these achievement goals: A performance-approach goal is focused on attaining competence relative to others, a performance-avoidance goal is focused on avoiding incompetence relative to others, and a mastery goal is focused on the development of competence itself and of task mastery. Achievement motives can be seen as direct predictors of achievement-relevant circumstances. These motives and goals are viewed as working together to regulate achievement behavior. The hierarchical model presents achievement goals as predictors for performance outcomes. The model is being further conceptualized to include more approaches to achievement motivation. One weakness of the model is that it does not provide an account of the processes responsible for the link between achievement goals and performance. Two different types of achievement-related attitudes include task-involvement and ego-involvement. One example of an activity where someone strives to attain mastery and demonstrate superior ability is schoolwork. Studies confirm that a task-involvement activity more often results in challenging attributions and increasing effort typically in activities providing an opportunity to learn and develop competence than in an ego-involvement activity.

Intrinsic motivation, which is defined as striving to engage in activity because of self-satisfaction, is more prevalent when a person is engaged in task-involved activities. When people are more ego-involved, they tend to take on a different conception of their ability, where differences in ability limit the effectiveness of effort. Ego-involved individuals are driven to succeed by outperforming others, and their feelings of success depend on maintaining self-worth and avoiding failure. On the other hand, task-involved individuals tend to adopt their conception of ability as learning through applied effort. Therefore, less able individuals will feel more successful as long as they can satisfy an effort to learn and improve. Ego-invoking conditions tend to produce less favorable responses to failure and difficulty. Competence moderated attitudes and behaviors are more prevalent in ego-involved activities than task-involved. Achievement does not moderate intrinsic motivation in task-involving conditions, in which people of all levels of ability could learn to improve. In ego-involving conditions, intrinsic motivation was higher among higher achievers who demonstrated superior ability than in low achievers who could not demonstrate such ability. These different attitudes toward achievement can also be compared in information seeking. Task- and ego-involving settings bring about different goals, conceptions of ability, and responses to difficulty. They also promote different patterns of information seeking. People of all levels of ability will seek information relevant to attaining their goal of improving mastery in task-involving conditions. However, they need to seek information regarding self-appraisal to gain a better understanding of their self-capacity. On the other hand, people in ego-involving settings are more interested in information about social comparisons, assessing their ability relative to others. Self-Worth Theory in Achievement Motivation Self-worth theory states that in certain situations students stand to gain by not trying and deliberately withholding effort. This most often occurs after an experience of failure. If the following performance turns out to be poor, then doubts concerning ability are confirmed. Self-worth theory states that one way to avoid threat to self-esteem is by withdrawing effort. A study was conducted on students involving unsolvable problems to test some assumptions of the self-worth theory regarding motivation and effort. The results showed that there was no evidence of reported reduction of effort despite poorer performance when the tasks were described as moderately difficult as compared with tasks much higher in difficulty. The possibility was raised that low effort may not be responsible for the poor performance of students in situations which create threats to self-esteem. Two suggestions were made, one being that students might unconsciously withdraw effort, and the other stating that students may reduce effort as a result of withdrawing commitment from the problem. Avoidance Achievement Motivation In everyday life, individuals strive to be competent in their activities. In the past decade, many theorists have utilized a social-cognitive achievement goal approach in accounting for individuals striving for competence. An achievement goal is commonly defined as the purpose for engaging in a task, and the specific type of goal taken on creates a framework for how individuals experience their achievement pursuits. Achievement goal theorists commonly identify two distinct ideas toward competence: Performance goals are hypothesized to produce vulnerability to certain response patterns in achievement settings such as preferences for easy tasks, withdrawal of effort in the face of failure, and decreased task enjoyment. Most achievement goal theorists conceptualize both performance and mastery goals as the "approach" forms of motivation. Existing classical achievement motivation theorists claimed that activities are emphasized and oriented toward attaining success or avoiding failure, while the achievement goal theorists focused on their approach aspect. More recently, an integrated achievement goal conceptualization was proposed that includes both modern performance and mastery theories with the standard approach and avoidance features. In this basis for motivation, the performance goal is separated into an independent approach component and avoidance component, and three achievement orientations are conceived: The mastery and performance-approach goals are characterized as self-regulating to promote potential positive outcomes and processes to absorb an individual in their task or to create excitement leading to a mastery pattern of achievement results. Performance-avoidance goals, however, are characterized as promoting negative circumstances. This avoidance orientation creates anxiety, task distraction, and a pattern of helpless achievement outcomes. Intrinsic motivation, which is the enjoyment of and interest in an activity for its own sake, plays a role in achievement outcomes as well. Most achievement theorists and philosophers also identify task-specific competence expectancies as an important variable in

achievement settings. Achievement goals are created in order to obtain competence and avoid failure. These goals are viewed as implicit non-conscious or self-attributed conscious and direct achievement behavior. Approach and Avoidance Goals Achievement motivation theorists focus their research attention on behaviors involving competence. Individuals aspire to attain competence or may strive to avoid incompetence, based on the earlier approach-avoidance research and theories. The desire for success and the desire to avoid failure were identified as critical determinants of aspiration and behavior by a theorist named Lewin. In his achievement motivation theory, McClelland proposed that there are two kinds of achievement motivation, one oriented around avoiding failure and the other around the more positive goal of attaining success. Theorists introduced an achievement goal approach to achievement motivation more recently. These theorists defined achievement goals as the reason for activities related to competence. Initially, these theorists followed in the footsteps of Lewin, McClelland, and Atkinson by including the distinction between approach and avoidance motivation into the structure of their assumptions. Three types of achievement goals were created, two of which being approach orientations and the third an avoidance type. One approach type was a task involvement goal focused on the development of competence and task mastery, and the other being a performance or ego involvement goal directed toward attaining favorable judgments of competence. The avoidance orientation involved an ego or performance goal aimed at avoiding unfavorable judgments of competence. These new theories received little attention at first and some theorists bypassed them with little regard. Presently, achievement goal theory is the predominant approach to the analysis of achievement motivation. First, most theorists institute primary orientations toward competence, by either differentiating between mastery and ability goals or contrasting task and ego involvement. A contention was raised toward the achievement goal frameworks on whether or not they are conceptually similar enough to justify a convergence of the mastery goal form learning, task involvement and mastery with the performance goal form ability and performance, ego involvement, competition. The type of orientation adopted at the outset of an activity creates a context for how individuals interpret, evaluate, and act on information and experiences in an achievement setting. Adoption of a mastery goal is hypothesized to produce a mastery motivational pattern characterized by a preference for moderately challenging tasks, persistence in the face of failure, a positive stance toward learning, and enhanced task enjoyment. A helpless motivational response, however, is the result of the adoption of a performance goal orientation. This includes a preference for easy or difficult tasks, effort withdrawal in the face of failure, shifting the blame of failure to lack of ability, and decreased enjoyment of tasks. Some theorists include the concept of perceived competence as an important agent in their assumptions.

Chapter 7 : Effects of Achievement Motivation on Behavior

The achievement motivation theory is the theory that people are motivated to succeed by seeking out achievement. These people are encouraged by succeeding at difficult tasks. They are also motivated by looking for different methods of accomplishment.

Theory[edit] The pioneering research work of the Harvard Psychological Clinic in the s, summarized in *Explorations in Personality*, provided the start point for future studies of personality, especially those relating to needs and motives. McClelland was interested in the possibility of deliberately arousing a motive to achieve in an attempt to explain how individuals express their preferences for particular outcomesâ€”a general problem of motivation. The vehicle McClelland employed to establish the presence of an achievement motive was the type of fantasy a person expressed on the Thematic Apperception Test TAT , developed by Christiana Morgan and Henry Murray, who note in *Explorations in Personality* that " Each picture should suggest some critical situation and be effective in evoking a fantasy relating to it" p The test is composed of a series of pictures that subjects are asked to interpret and describe to the psychologist. The TAT has been widely used to support assessment of needs and motives. McClelland contended that three dominant needs -for achievement, for power, and for affiliation- underpin human motivation. McClelland believed that the relative importance of each need varies among individuals and cultures. Arguing that commonly used hiring tests using IQ and personality assessments were poor predictors of competency, McClelland proposed that companies should base hiring decisions on demonstrated competency in relevant fields, rather than on standardized test scores. A control group was used in which arousal was omitted. In the course of this experiment, McClelland discovered through analyzing the stories on the TAT that initial arousal was not necessary. Instead, members of the control group â€” individuals who had had no prior arousal â€” demonstrated significant differences in their stories, some writing stories with a high achievement content and some submitting stories with a low achievement content. Using results based on the Thematic Apperception Test , McClelland demonstrated that individuals in a society can be grouped into high achievers and low achievers based on their scores on what he called "N-Ach". These investigations have indicated that the N-Ach score increases with a rise in occupational level. Invariably, businessmen, managers, and entrepreneurs are high scorers. Other investigations into the characteristics of the high achievers have revealed that accomplishment on the job represents an end in itself; monetary rewards serve as an index of this accomplishment. In addition, these other studies found that the high achievers, though identified as managers, businessmen, and entrepreneurs, are not gamblers. A high emotional intelligence calls for a high need for achievement while a low emotional intelligence calls for a lower need for achievement. They will accept risk only to the degree they believe their personal contributions will make a difference in the final outcome. At the higher levels, in which promotion depends on demonstrated ability to manage others, a high n-Achievement is not associated with success; by contrast, the leadership motive pattern is so associated, in all likelihood because it involves a high n-Power, emerging as a concern for influencing people. McClelland and his associates have satisfied themselves that such a relationship, viewed historically through an index of national power consumption, indeed exists. Differences related to individual, as well as to national, accomplishments depend on the presence or absence of an achievement motive in addition to economic resources or the infusion of financial assistance. High achievers can be viewed as satisfying a need for self-actualization through accomplishments in their job assignments as a result of their particular knowledge, their particular experiences, and the particular environments in which they have lived. It was Murray who first identified the significance of Need for Achievement, Power and Affiliation and placed these in the context of an integrated motivational model. Whilst trait-based personality theory assume that high-level competencies like initiative, creativity, and leadership can be assessed using "internally consistent" measures see psychometrics , the McClelland measures recognize that such competencies are difficult and demanding activities which will neither be developed nor displayed unless people are undertaking activities they care about i. Furthermore, it is the cumulative number of independent, but cumulative and substitutable, components of competence they bring to bear while seeking to carry out

these activities that will determine their success. Accordingly, the N-Ach, N-Aff and N-Pow scoring systems simply count how many components of competence people bring to bear whilst carrying out activities they have a strong personal inclination or motivation to undertake. According to McClelland and David Winter *Motivating Economic Achievement*, the following features accompany high level of achievement motivation: So one cannot as some psychometricians try to do assess such things as "creativity" in any general sense. One has always to ask "creativity in relation to what? Everybody has different goals and needs for achievement based off many factors like past experiences, education, the risks, and the feedback they will receive.

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theory of achievement motivation is found to be a special case of a more general theory relating task difficulty and number of trials to performance. It is shown that.

Chapter 9 : McClelland Motivation Theory, the need theory on achievement | ToolsHero

The theory of achievement motivation is a miniature system applied to a specific context, the domain of achievement-oriented activities, which is characterized by the fact that the individual is responsible for.