

Motivation

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Motivation Various psychology texts respond to questions of performance goals and other factors in relation to organizational performance, functions, and school performance to include. Organizational behavior is characterized by motivations, learning, and other considerable factors within every individual who works for a certain company. Whatever performances they present to their respective jobs, the question lies on the factors that are predictive of endurance and survival. Wade and Tavris (2010) have discussed extensively the various determinants in predicting a lasting and enduring performance in any endeavors served to people from all walks of life.

Performance Goals. Performance involves both the behavioral aspect and the outcome. For instance, a teacher presents an insightful story to his or her students (behavioral performance). However, because two of his or her students are deaf, they could not receive the same learning that their other classmates have (outcome aspect). That is exactly the same in performance goals (Wade & Tavris, 2010, p. 256). People have different performance goals no matter how alike their performances are. For instance, both corporate and executive secretaries delivered flawless meeting minutes and performed excellently in their jobs. Their performance goals differ since the other secretary wants to be promoted immediately and outdo the executive secretary while the other needs to support her family, thus, the superb performance. Talent and ambition are important in facing hurdles in employment and other fields, but getting through the hardships is dependent on the individual's performance goals.

Mastery Goals. Students and employees also differ in their mastery goals. While performance goals involve performing excellently to achieve vested

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interests such as excelling over others, mastery goals entitle everyone to develop their competence in different fields (Wade & Tavris, 2010). These people who want to attain their mastery goals are those who are passionate in their craft and are focused in it and not towards other people. In facing difficulties and challenges, they stick to their goal of harnessing themselves so that they can master their skills and talents accordingly. They are also not task or ego-involved, which means that they do their part not because they want to confirm something to themselves, like successfully completing a task confirms their intelligence, but because they want to excel in their craft (Wade & Tavris, 2010).

The Effect of Praise. Wade and Tavris (2010) also discussed the importance of praise in individual performance and motivation. Both affirm that positive feedback enhances people's intrinsic motivation. True enough, a research conducted by Henderlong and Lepper (2002) reveals that children who were constantly bombarded with praises enhanced their self-perception that those praises affirm their views towards themselves, and as a result, they tend to involve themselves in the task of which they were praised.

Expectations and self-efficacy. People also differ in handling situations and tasks because they have different expectations and measurement of their ability to complete a particular task, or self-efficacy. A theoretical approach by psychologist Albert Bandura suggests that the success on completing a task depends in one's belief in succeeding that task while the Attribution theory affirms one's self-efficacy in facing the task, as evident by the so-called locus of control (Wade & Tavris, 2010). A successful person is the one who has an internal locus of control, which means that they perceive the success or failure of a task based on their perception towards themselves

plus their ability to solve the problem themselves. They do not attribute the success or failure to external factors but to their skills and talents.

References

Henderlong, J., & Lepper, M. R. (2002). The effects of praise on children's intrinsic motivation: A review and synthesis. *Psychological Bulletin*, 128 (5), 774-795.

Wade, C., & Tavris, C. (2010). *Psychology* (10th ed.). New Jersey: Prentice Hall.