

MOTIVATION RECONSIDERED: THE CONCEPT OF COMPETENCE

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When parallel trends can be observed in realms as far apart as animal behavior and psychoanalytic ego psychology, there is reason to suppose that we are witnessing a significant evolution of ideas. In these two realms, as in psychology as a whole, there is evidence of deepening discontent with theories of motivation based upon drives. Despite great differences in the language and concepts used to express this discontent, the theme is everywhere the same: Something important is left out when we make drives the operating forces in animal and human behavior.

The chief theories against which the discontent is directed are those of Hull and of Freud. In their respective realms, drive-reduction theory and psychoanalytic instinct theory, which are basically very much alike, have acquired a considerable air of orthodoxy. Both views have an appealing simplicity, and both have been argued long enough so that their main outlines are generally known. In decided contrast is the position of those who are not satisfied with drives and instincts. They are numerous, and they have developed many pointed criticisms, but what they have to say has not thus far lent itself to a clear and inclusive conceptualization. Apparently there is an enduring difficulty in making these contributions fall into shape.

In this paper I shall attempt a conceptualization which gathers up some of the important things left out by drive theory. To give the concept a name I have chosen the word *competence*, which is intended in a broad bio-

logical sense rather than in its narrow everyday meaning. As used here, competence will refer to an organism's capacity to interact effectively with its environment. In organisms capable of but little learning, this capacity might be considered an innate attribute, but in the mammals and especially man, with their highly plastic nervous systems, fitness to interact with the environment is slowly attained through prolonged feats of learning. In view of the directedness and persistence of the behavior that leads to these feats of learning, I consider it necessary to treat competence as having a motivational aspect, and my central argument will be that the motivation needed to attain competence cannot be wholly derived from sources of energy currently conceptualized as drives or instincts. We need a different kind of motivational idea to account fully for the fact that man and the higher mammals develop a competence in dealing with the environment which they certainly do not have at birth and certainly do not arrive at simply through maturation. Such an idea, I believe, is essential for any biologically sound view of human nature.

As a first step, I shall briefly examine the relevant trends of thought in several areas of psychology. From this it will become clear that the ideas advanced in this paper have already been stated, in one way or another, by workers in animal behavior, child development, cognitive psychology, psychoanalytic ego psychology, and the psychology of personality. If there is novelty in this essay, it lies in putting together

Motivation Reconsidered The Concept Of Competence

Patricia A. Alexander, PHILIP H WINNE



Motivation Reconsidered The Concept Of Competence:

Motivation Reconsidered Robert Winthrop White, 1959

Dimensions of Psychology Gale B. Bishop, 1972

Motivating Humans Martin E. Ford, 1992-10-06 *Motivating Humans* represents an excellent integration of different motivational constructs. The main purpose of Ford's book and his theory, motivational systems theory (MST), is to provide an integrative and coherent model of motivation that synthesizes the various constructs from the different theories into one comprehensive framework. It represents an important addition to the knowledge base on motivation and will be generative of much future research. Moreover, the book presents the framework in a scholarly yet readable fashion that makes the book accessible to professional psychologists as well as graduate and undergraduate students. Paul R. Pintrich, in *Contemporary Psychology*, asks, "Why do people do the things they do?" In *Motivating Humans*, Ford answers this age-old question and offers the reader a precise and comprehensive description of the basic substance of human motivation: what it is, how it works, and how it impacts what people do and how well they do it. He also shows how classic and contemporary motivation theory in education, management, and psychology can be integrated into a coherent and unified framework called Motivational Systems Theory, from which he derives 17 principles for motivating humans. Different from any other motivation book, *Motivating Humans* presents numerous unique features: a variety of concrete examples to bridge the gap between abstract theory and the world of practical human affairs; an applications chapter that explores such issues as ways to promote social responsibility in youth, ways to increase work productivity and job satisfaction, and ways to increase learning and school achievement; the most up-to-date coverage of recent studies in motivation and pedagogical devices, including summary tables to help the reader digest and remember key information. Unique, comprehensive, and accessibly written, *Motivating Humans* will inspire a wide readership, including professors and students in psychology, management, education, developmental psychology, and clinical psychology. Class Tested: What the Students Say. The chart on the history of motivational theory, organized broadly by MST concepts, was extremely helpful in providing the reader with a look at the field in a glance. First and foremost, the fact that this is a legitimate psychological theory and I can understand it, having had very little other exposure to psychology, is a very strong aspect of the book. It refers to and explains a variety of psychological theories and principles without losing me. Also, any theory that seems to unify a large volume of disparate work is always attractive to me, especially if it does a good enough job surveying its predecessors, as I think the book does. Finally, I think that the summary of the LSF in chapter two was integral to the largeness or wide view of the book. It helped to tie in and explain the whole person approach to motivational theory. I really liked how MST emphasized the role of emotions in motivation and human action, where other theories had rationalized them. Emotions are very powerful, and I believe virtually impossible to explain away something that I think psychology does too readily. Motivational Systems Theory is the most comprehensive and compelling theory of human motivation which I have seen to date. Martin Ford has taken an impoverished and muddled field of

psychological inquiry and transformed it into a coherent and useful tool for explaining human behavior Chapter 6 is especially brilliant It gives an overview of all the major and most of the not so major theories and capitalizes on their similarities rather than their differences Most practitioners in schools and business recognize the value of motivating people and do so operating from their gut it is good to know that there is a workable and logical theory to put behind the practice and help refine it Chapter 7 is particularly helpful one could read this chapter and none others and still benefit Finally a book which will help educators turn their students on to learning It should be required reading for all classroom teachers Praise for this volume Motivating Humans by Martin Ford presents one of the most complete and comprehensive theories of human motivation yet to be proposed This is a significant work that is essential reading for all interested both in understanding motivation and in applying motivational principles in the workplace Robert J Sternberg Yale University Motivating Humans is a well thought out and well organized book that focuses on issues of motivation Educators in particular will be interested in this volume It utilizes a combination of logic and existing literature to build its case Martin Ford s work is creative yet analytic Motivating Humans will certainly stimulate some serious class discussion Gerald R Adams College of Family and Consumer Studies University of Guelph Ontario Canada Using a broad systems perspective Ford has skillfully organized a wide and all too often confusing array of advances in motivation theory and research Students researchers and practitioners in education and psychology should find this book most helpful in providing a clear and thought provoking introduction to the field Ruth Kanfer Department of Psychology University of Minnesota Motivating Humans contains a wealth of information from theory to application to help educators increase school learning and achievement Twenty five pages of bibliography alone make this book attest to its thoroughness A chapter of theories of motivation can only be regarded as definitive some 31 theories of motivation are described and arranged in a table format Ford regards facilitation not control as the guiding idea for motivating people an idea that fits nicely with the growing role of teacher as facilitator Wisely he offers no ready formula for facilitating motivation for there are no magic motivational buttons that can be pushed to make people want to learn work hard and act in a responsible manner But Ford does offer a comprehensive glimpse into the mechanism of motivation for those who are trying to find their own paths toward inspiring it It deserves the highest praise and the widest reading for its treatment of such a complex subject in such an accessible and thorough manner Motivating Humans should serve long as the standard source and reference on motivation Educational Leadership Psychoanalysis and Motivation Joseph D. Lichtenberg, 2013-06-17 Carrying forward his inquiry into the nature and conditions of normal and abnormal development Lichtenberg focuses on motivation His goal is to offer an alternative to psychoanalytic drive theory that accommodates the developmental insights of infancy research while accounting for the entire range of phenomena addressed by the theory of instinctual drives To this end he propounds a comprehensive theory of the self which then gains expression in five discrete yet interactive motivational systems COMPETENCY-BASED HUMAN RESOURCE MANAGEMENT

KANDULA, SRINIVAS R.,2013-01-11 Competency based HRM is a methodology adopted by various organizations to assess the current capacity of their resources based on competencies against the capacity needed to achieve the vision mission and business goals of the organization This book comprehensively dwells on all the aspects of competency based Human Resource Management and its relevance in various industry verticals The book has been organized into five chapters each focusing on the tools and techniques to judge core competencies Beginning with the fundamental theories and definitions of competency the book goes on explaining the mapping methods like Repertory Grid DACUM competency card sort activity and so on The book further presents the analytical tools that help to build competency models which help in establishing reliability Benchmarking competency models and assessment tools are also dealt with in detail The concluding chapter elaborates competency applications to Human Resource Management in the functional areas of recruitment training and development The book is interspersed with the Case Studies to add practical insight to the subject The book serves both as a textbook for management students and as a reference book for working HR professionals **Handbook of Motivation at School** Kathryn R. Wentzel,David B. Miele,2016-02-19 The second edition of the Handbook of Motivation at School presents an integrated compilation of theory and research in the field With chapters by leading experts this book covers the major theoretical perspectives in the field as well as their application to instruction learning and social adjustment at school Section I focuses on theoretical perspectives and major constructs Section II on contextual and social influences on motivation and Section III on new directions in the field This new edition will have the same popular organizational structure with theories at the beginning It will also include new chapters that cover motivation as it relates to identity culture test anxiety mindfulness neuroscience parenting metacognition and regulatory focus The Psychology of the Social Self Tom R. Tyler,Roderick Moreland Kramer,Oliver P. John,1999 This volume builds upon the social identity theory based assumption that people create a social self This core assumption provides the framework for a creative study of a wide variety of aspects of the self and social interaction *Handbook of Educational Psychology* Patricia A. Alexander,PHILIP H WINNE,2012-11-12 Sponsored by Division 15 of APA the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far ranging field Internationally recognized scholars contribute up to date reviews and critical syntheses of the following areas foundations and the future of educational psychology learners development individual differences cognition motivation content area teaching socio cultural perspectives on teaching and learning teachers and teaching instructional design teacher assessment and modern perspectives on research methodologies data and data analysis New chapters cover topics such as adult development self regulation changes in knowledge and beliefs and writing Expanded treatment has been given to cognition motivation and new methodologies for gathering and analyzing data The Handbook of Educational Psychology Second Edition provides an indispensable reference volume for scholars teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level

courses devoted to the study of educational psychology

Literacy Success for Emergent Bilinguals Theresa Roberts, 2017-02-17 This practical book will help early childhood teachers preK 2 understand and respond to the multiple influences school home and societal that affect emergent bilingual children's academic achievement The author explains the foundations of first and second language development and then provides teaching and curriculum practices specific to reading and English language arts Chapters address incorporating first language strengths acquiring a second language learning to read building vocabulary comprehending and thinking with text and language helping children persevere and more Approaches for collaborating with families accompany each chapter This book is designed to help teachers understand the underlying principles so they can modify develop and adjust their practice to be most effective for the emergent bilingual children they teach It is a valuable resource for developing bilingual programs teacher preparation and professional development Book Features Teaching practices aligned with Preschool Learning Frameworks and the Common Core and other state standards Summaries of teaching strategies and educational principles for easy reference Broad coverage that includes language literacy motivation and family collaboration Key concepts illustrated with detailed lesson examples Seamless integration of research findings and practical applications Apply Your Knowledge sections to support ongoing dialogue for courses coaching and professional development

Reaching and Working With the New Exerciser IDEA Health & Fitness, 1996

Promoting Motivation and Learning in Contexts Gregory Arief D. Liem, Dennis M. McInerney, 2020-06-01 The body of literature has pointed to the benefits of educational interventions in facilitating improvement in school motivation and by implication learning and achievement However it is now recognized that most extant motivation and learning enhancing intervention programs are grounded in Western motivational and learning perspectives such as attribution expectancy value implicit theories of intelligence self determination and self regulated learning theories Further empirical evidence for the positive impacts of these interventions seems to have primarily emerged from North American settings The cross cultural transferability and translatability of such educational interventions however are often assumed rather than critically assessed and adapted before their implementation in other cultures In this volume the editors invited scholars to re assess their intervention work from a sociocultural lens Regardless of the different theoretical perspectives and strategies they adopt in their interventions these scholars are in unison on the importance of taking into account sociodemographic backgrounds of the students and sociocultural contexts of the interventions to optimize the benefits of such interventions Indeed placing culture at the heart of designing implementing and evaluating educational interventions could be a key not only to strengthen the effectiveness and efficacy of educational interventions but also to ensure that students of a wider and more diverse range of educational and cultural backgrounds reap the benefits from such interventions This volume constitutes the foundation towards a deeper and more systematic understanding of culturally relevant and responsive educational interventions

Personality Research, Methods, and Theory Patrick E.

Shrout, Susan T. Fiske, 2014-04-04 Donald W Fiske's professional life and collaborations are themselves a textbook in the development of the field of personality. From the field's early origins in personnel selection, rating accuracy, and psychotherapy outcomes to its current status of theoretical and methodological maturity, complete with mid-life crises, the field has been fundamentally changed by Fiske's work, and the changes have influenced generations of scholars. This festschrift is a celebration of Fiske's impact but not merely of his impact on the history of personality research. Instead, the volume focuses on ongoing debates and issues that have been framed or influenced by Fiske's work. The festschrift's three sections are organized around three themes in Fiske's writings: themes that also correspond to three periods in his career. This volume examines current thinking about what can be known about personality; how constructs relevant to personality psychology are best measured; and how to approach specific research problems in personality and related fields. The contributors create an eminent cross-section of the development and current status of personality methods. In addition to Fiske's eminent contemporaries, the contributors to this volume include Fiske's former students, collaborators, and his two children, both of whom are behavioral scientists. The accomplishments of his students, colleagues, and children testify to the range of psychologists who have benefited from his scholarly and practical wisdom. This collection is a valuable textbook for an advanced graduate course as well as appealing as a scholarly resource. Many of the contributors are renowned psychological leaders who have made available their latest original thoughts. The book concludes with an essay by Fiske offering his perspective on the central themes: behavioral and social science, metatheory, methods, and strategies. **Well-Being** Marc H. Bornstein, Lucy Davidson, Corey L.M. Keyes, Kristin A. Moore, 2003-02-26 This volume derived from original presentations given at a conference in Atlanta, Georgia, under the auspices of the Center for Child Well-Being. Scholars, practitioners, public health professionals, and principals in the child development community convened to address a science-based framework for elements of well-being and how the elements might be developed across the life course. Integrating physical, cognitive, and social-emotional domains, *Well-Being* is the first scientific book to consider well-being holistically. Focusing on a set of core strengths grouped within these three domains, the book also includes a fourth section on developmental strengths through adulthood that broadly examines a continuum of health and development as well as transitions in well-being. This volume takes a developmental perspective across the life course, describing foundational strengths for well-being: the capacities that can be actively developed, supported, or learned. These foundational strengths—problem solving, emotional regulation, and physical safety—are the positive underpinnings of early child health and development as well as ongoing well-being across the life course. Working together and blending their respective disciplinary perspectives and expertise, 53 experts in psychology, sociology, child development, and medicine have contributed to the book. *Complex Psychological Trauma* Philip J. Kinsler, 2017-08-09 *Complex Psychological Trauma* takes clinicians beyond the standard approaches for treating simple, single-stressor incident PTSD. Here, the focus is on the major choice points that establish the relational conditions for growth.

and change In these pages new and experienced clinicians alike will find specific guidance for acting in a relationally healing manner and refreshingly practical real life advice on what to say in challenging therapy situations *Sports, Games, and Play* Jeffrey H. Goldstein, 2012-12-06 This updated study of sports and recreation utilizes the most current research introducing the latest innovations and analyses in new chapters while revising and expanding chapters from the previous edition Presenting diverse methodological and conceptual approaches this anthology reflects the current view of sports as a natural laboratory for ecologically valid research This collection contains literature reviews innovative theories and methods and essays on various psychological and social aspects of sports games and organized play **Applied Health Fitness**

Psychology Mark Anshel, 2014-01-02 Applied Health Fitness Psychology considers behavioral issues regarding exercise and nutrition using a research to practice approach This comprehensive text explains how health fitness psychology has emerged from other parent disciplines to become a wide ranging discipline that can be addressed in various exercise fitness and health settings allowing both current and future professionals to assist their patients or clients in adopting healthier lifestyles Applied Health Fitness Psychology uses contributions from sport and exercise psychology counseling and clinical psychology exercise science sports medicine and behavioral medicine to provide a scientific basis for presenting strategies for behavior change Unique to this text is a critical consideration of cultural spiritual and religious components as a factor in initiating and maintaining exercise behavior The evidence based approach will help readers use techniques and interventions that promote positive changes among various populations Students will grasp the scope of this emerging field by studying the following topics The theoretical foundation of health behavior change and motivational theories Physical cognitive and motivational obstacles to adopting a healthy lifestyle Use of cognitive and behavioral strategies and interventions to promote exercise adherence set goals and improve fitness and exercise performance Steps that will help students become professionals in health fitness psychology Considerations in working with special populations such as older adults pregnant women individuals recovering from injuries and individuals with chronic conditions or dysfunctional eating behaviors Chapter objectives at the start and a summary review of key concepts and student activity at the end of each chapter help students and instructors stay focused on understanding the main concepts and putting this information into practice Highlight boxes tables and figures throughout the book keep readers engaged with the material From Research to Real World sidebars show students how the information in the text can be used in multiple professions and illustrate the many applications for health fitness psychology in today s society For instructors Applied Health Fitness Psychology includes online access to a presentation package and test package While modifying a person s or a culture s disdain for exercise will not happen quickly Applied Health Fitness Psychology equips aspiring and practicing professionals working in a variety of health fitness and allied health fields with strategies to help people make the shift to more active and healthy lifestyles Earn continuing education credits units A continuing education course and exam that uses this book is also available It may be purchased

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Understanding Personality through Projective Testing Steven Tuber, 2012-03-09 The past forty years have revealed a myriad of theoretical advances to Freud's original conceptions of the personality. It has also witnessed the continued use of projective methods as a vital means of understanding the what and the how of mental health and psychopathology. Understanding Personality Through Projective Testing provides the reader with a comprehensive framework for linking these revitalized key domains of personality functioning to the quality of responses to projective testing in both children and adults. Six core aspects of personality: two facets of object relations moving towards and away from self and others, the quality of defense mechanisms, the nature of affect, maturity, the integrity of autonomous ego functioning, and the capacity for playfulness are defined, articulated, and linked to one another in a reciprocal manner. Four commonly used projective testing methods: the Rorschach Inkblot Method, RIM, the Thematic Apperception Test (TAT), the Sentence Completion Test (SCT), and the Animal Preference Test (APT) are then described in detail. Each of these projective methods is in turn presented as dynamically based tools to indicate the relative performance of the patient across the six core personality domains. Clinical case examples provide both the beginning and more seasoned clinician with a comprehensive psychodynamic paradigm with which to view each of the testing methods as well as enhanced methods with which to use each of the tests more subtly and hence with greater clinical acumen. A comprehensive battery of projective testing is then assessed through the protocol of a single adult patient, allowing the reader to integrate the value of each of the individual projective methods into a comprehensive assessment of the whole person. Readers will find the book a vital complement to both standard reference works on projective methods as well as books that describe personality along developmental and psychodynamic lines.

Competence-based Vocational and Professional Education Martin Mulder, 2016-09-08 This book presents a comprehensive overview of extant literature on competence-based vocational and professional education since the introduction of the competence concept in the 1950s. To structure the field, the book distinguishes between three approaches to defining competence: based on 1 functional behaviourism, 2 integrated occupationalism, and 3 situated professionalism. It also distinguishes between two ways of operationalizing competence: 1 behaviour-oriented generic and 2 task-oriented specific competence. Lastly, it identifies three kinds of competencies related to 1 specific activities, 2 known jobs, and 3 the unknown future. Competence for the unknown future must receive more attention as our world is rapidly evolving and there are many global challenges which call for innovation and a profound transformation of policies and practices. The book presents a range of different approaches to competence-based education and demonstrates that competence-based education is a worldwide innovation which is institutionalized in various ways. It presents the major theories and policies, specific components of educational systems such as recognition, accreditation, modelling, and assessment, and developments in discipline-oriented and transversal competence domains. The book concludes by synthesizing the different perspectives with the intention to contribute to further improving

vocational and professional education policy and practice Joao Santos Deputy Head of Unit C5 Vocational Training and Adult Education Directorate General for Employment Social Affairs and Inclusion European Commission This comprehensive work on competence based education led by Martin Mulder provides an excellent and timely contribution to the current debate on a New Skills Agenda for Europe and the challenge of bridging the employment and education and training worlds closer together This book will influence our work aimed at improving the relevance of vocational education to support initial and continuing vocational education and training policy and practice aimed at strengthening the key competencies for the 21st century Prof Dr Reinhold Weiss Deputy President and Head of the Research Federal Institute for Vocational Education and Training BIBB Bonn Germany This book illustrates that the idea and concept of competence is not only a buzzword in educational debates but key to innovative pedagogical thinking as well as educational practice Prof Dr Johanna Lasonen College of Education University of South Florida Tampa USA Competence based Vocational and Professional Education is one of the most important multi disciplinary book in education and training This path breaking book offers a timely rich and global perspective on the field The book is a good resource for practitioners policymakers and researchers

Analyzing Best Practices in Technology Education Marc J. de Vries, Rod Custer, John Dakers, Gene Martin, 2007-01-01 Inspired by a similar book in science education the editors of this volume have put together a book with a practice oriented approach towards technology education research Teachers accounts of successful classroom activities are used as the basis for reflection on what determines good technology education practice Part I has eight stories told by teachers Topics range from puppet making to electronics and biotechnology The teachers were nominated by academic technology education experts Part II has eleven essays by such experts in which they identify those elements in the teachers accounts that they consider to be justifications for calling that practice good Focuses in these essays are technological literacy ethics culture design stakeholders attitudes motivation teaching approaches social aspects differentiation and assessment For technology education the first book that is based on reflection on successful practice as an approach for developing research insights for this curricular domain

Competence Modelling for Human Resources Development and European Policies Christian M. Stracke, 2011

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